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THE ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY, A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO.

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THE COOPERATIVE EXTENSION SERVICE OF COLORADO IS CONDUCTING A STUDY, IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, TO ASSESS PROBLEMS, NEEDS, OR WANTS IN AREAS OF ACCELERATING POPULATION LOSS OR GAIN, TO DEVELOP EXPERIMENTAL EDUCATIONAL PROGRAMS, AND TO EVALUATE MEANS OF ORGANIZING AND APPLYING THE EXTENSION SERVICE TO THE BEST ADVANTAGE. THIS REPORT (FOR 1963-1965) PRESENTS A PARTIAL ANALYSIS OF INFORMATION GIVEN BY HOUSEWIVES ON FAMILY AND COMMUNITY NEEDS, BY LEADERS ON COMMUNITY NEEDS, AND BY HIGH SCHOOL SOPHOMORES ON THE NEEDS OF YOUTH. RELATIONSHIPS WERE ALSO SOUGHT BETWEEN AGE, EDUCATION, AND OCCUPATIONAL STATUS AND PERCEIVED PROBLEMS OR NEEDS. EXCEPT IN HUERFANO COUNTY, YOUNGER AGE, MORE EDUCATION, AND HIGHER OCCUPATIONAL STATUS CORRELATED WITH STRONG INTEREST IN FAMILY NEEDS. HOWEVER, NO SUCH CONSISTENT RELATIONSHIPS EMERGED IN REGARD TO INTEREST IN VARIOUS COMMUNITY NEEDS. HIGH SCHOOL BOYS TENDED TO FAVOR MECHANICAL SKILLS, WHILE THE GIRLS FAVORED DEVELOPMENTAL TASKS. PROBLEMS FOR CONSIDERATION IN THE NEXT PHASE OF THE STUDY WILL CENTER ON CRITERIA FOR SELECTING PROGRAMS RELEVANT TO THE WHOLE COMMUNITY, AND WAYS OF SURMOUNTING ADMINISTRATIVE AND EDUCATIONAL OBSTACLES. (THE DOCUMENT INCLUDES 61 CHARTS AND NUMEROUS PHOTOS.) (LY)

ED014639

THE ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY

(A Progress Report of Research Conducted In the State of Colorado)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COLEEN BROWN

Preface

This publication is a preliminary report of a continuing study conducted for the Colorado State University Cooperative Extension Service by the Department of Sociology. Financial support for the project has been drawn largely from the office of the Federal Extension Service, United States Department of Agriculture.

It will be noted that this publication summarizes data obtained from three selected counties and that the full significance of the data will be determined only after experimental programs are tested and analyzed.

This study has been undertaken in order to apply scientific analysis to the process of administrative decision making which faces every Director of Cooperative Extension at this period of time.

The rapid urbanization of many sections of the United States, the strong influences of industrialization, significant shifts in population and the increasing impacts of technology have created great stresses for both rural and urban communities. Universities are being asked to take a more direct role than ever before in assisting local communities.

How does Cooperative Extension as the off-campus arm of the land-grant university set priorities in the use of its human and financial resources? What are the priority needs of the people? Are "felt needs" a valid reference point in program emphasis? How much can we rely upon the assessment of needs made by the local extension agents as compared to other reference points? Can the agent be given a simplified tool by which to sharpen up his determination of local program priorities? If Extension is to assist in community development, how can it best do so? And, how can the changing interests and needs of a dynamic society be reflected rapidly and accurately so that the land-grant university can continually orient its extension programs to meet urgent current needs of the people it serves? These questions are not answered in this publication, but the study is designed to lead toward rational evaluation from which it is hoped some of the answers may be derived.

Lowell H. Watts
Director of Agricultural Programs
and Director of Extension

Table of Contents

Introduction 1
The Counties: Jefferson 2
Washington 3
Huerfano 4
Problem and Methods 5
Needs and Problems in the Counties 6
The Family 6
The Community 7
Age, Education, and Occupation in Relation to Family and Community Problems or Needs 8
Youth 9
Significance of Findings 9

List of Illustrations

Family needs

Fig. A Interest in Areas of Family Needs . . . 15
Fig. 1A Interest of Housewives in Specific Items in the Area of Home and Home Surroundings 16
Fig. 2A Interest of Housewives in Specific Items in the Area of Food and Nutrition 16
Fig. 3A Interest of Housewives in Specific Items in the Area of Physical and Emotional Health 16
Fig. 4A Interest of Housewives in Specific Items in the Area of Clothing and Appropriate Dress 17
Fig. 5A Interest of Housewives in Specific Items in the Area of Financial and Legal Matters 17
Fig. 6A Interest of Housewives in Specific Items in the Area of Job and Job Opportunities 17
Fig. 7A Interest of Housewives in Specific Items in the Area of Home Management 17
Fig. 8A Interest of Housewives in Specific Items in the Area of Business Management 18
Fig. 9A Interest of Housewives in Specific Items in the Area of Older People . . 18
Fig. 10A Interest of Housewives in Specific Items in the Area of Teenagers 19
Fig. 11A Interest of Housewives in Specific Items in the Area of Desires and Wants For Your Children 19
Fig. 12A Interest of Housewives in Specific Items in the Area of Better Life For Yourself and Your Family 19

Community needs

Fig. B Interest of Housewives in Specific Items in the Area of Economic Activities 20
Fig. B1 A Comparison of Interest in Specific Items in the Area of Economic Activities 20
Fig. B2 A Comparison of Interest in Specific Items in the Area of Economic Activities 21
Fig. B3 A Comparison of Interest in Specific Items in the Area of Economic Activities 21
Fig. C Interest of Housewives in Specific Items in the Area of Community Services (Streets and Public Grounds) 22
Fig. C1 A Comparison of Interest in Specific Items in the Area of Community Services (Streets and Public Grounds) 22
Fig. C2 A Comparison of Interest in Specific Items in the Area of Community Services (Streets and Public Grounds) 23
Fig. C3 A Comparison of Interest in Specific Items in the Area of Community Services (Streets and Public Grounds) 23
Fig. D Interest of Housewives in Specific Items in the Area of Community Services (Government, Police, Etc.) . 24
Fig. D1 A Comparison of Interest in Specific Items in the Area of Community Services (Government, Police, Etc.) . 24
Fig. D2 A Comparison of Interest in Specific Items in the Area of Community Services (Government, Police, Etc.) . 25
Fig. D3 A Comparison of Interest in Specific Items in the Area of Community Services (Government, Police, Etc.) . 25
Fig. E Interest of Housewives in Specific Items in the Area of Other Community Services 26
Fig. E1 A Comparison of Interest in Specific Items in the Area of Other Community Services 26
Fig. E2 A Comparison of Interest in Specific Items in the Area of Other Community Services 27
Fig. E3 A Comparison of Interest in Specific Items in the Area of Other Community Services 27
Fig. F Interest of Housewives in Specific Items in the Area of Health Services. 28
Fig. F1 A Comparison of Interest in Specific Items in the Area of Health Services. 28
Fig. F2 A Comparison of Interest in Specific Items in the Area of Health Services. 28
Fig. F3 A Comparison of Interest in Specific Items in the Area of Health Services. 28
Fig. G Interest of Housewives in Specific Items in the Area of Recreational Facilities 29
Fig. G1 A Comparison of Interest in Specific Items in the Area of Recreational Facilities 29
Fig. G2 A Comparison of Interest in Specific Items in the Area of Recreational Facilities 30
Fig. G3 A Comparison of Interest in

Specific Items in the Area of Recreational Facilities 30
Fig. H Interest of Housewives in Specific Items in the Area of Church Related Activities 31
Fig. H1 A Comparison of Interest in Specific Items in the Area of Church Related Activities 31
Fig. H2 A Comparison of Interest in Specific Items in the Area of Church Related Activities 31
Fig. H3 A Comparison of Interest in Specific Items in the Area of Church Related Activities 31
Fig. I Interest of Housewives in Specific Items in the Area of Formal Education 32
Fig. I1 A Comparison of Interest in Specific Items in the Area of Formal Education 32
Fig. I2 A Comparison of Interest in Specific Items in the Area of Formal Education 32
Fig. I3 A Comparison of Interest in Specific Items in the Area of Formal Education 33
Fig. J Interest of Housewives in Specific Items in the Area of Informal Education 33
Fig. J1 A Comparison of Interest in Specific Items in the Area of Informal Education 33
Fig. J2 A Comparison of Interest in Specific Items in the Area of Informal Education 33
Fig. J3 A Comparison of Interest in Specific Items in the Area of Informal Education 33
Fig. K Interest of Housewives in Specific Items in the Area of Cultural Activities 34
Fig. K1 A Comparison of Interest in Specific Items in the Area of Cultural Activities 34
Fig. K2 A Comparison of Interest in Specific Items in the Area of Cultural Activities 34
Fig. K3 A Comparison of Interest in Specific Items in the Area of Cultural Activities 34
Fig. L Interest of Housewives in Specific Items in the Area of Community-General 35
Fig. L1 A Comparison of Interest in Specific Items in the Area of Community-General 35
Fig. L2 A Comparison of Interest in Specific Items in the Area of Community-General 35
Fig. L3 A Comparison of Interest in Specific Items in the Area of Community-General 35

Youth needs

Fig. M1 Interest in Clubs Emphasizing Skills as Expressed by High School Sophomore Boys 36
Fig. M2 Interest in Clubs Emphasizing Developmental Tasks as Expressed by High School Sophomore Boys 36
Fig. N1 Interest in Clubs Emphasizing Skills as Expressed by High School Sophomore Girls 37
Fig. N2 Interest in Clubs Emphasizing Developmental Tasks as Expressed by High School Sophomore Girls ... 37

Introduction

This is a report on the first phase of a study being conducted for the Cooperative Extension Service of Colorado in three counties of the State: Jefferson, Washington, and Huerfano. The overall study aims at finding the problems, needs or wants created in areas which are losing or gaining population at an accelerated rate. The three counties represent these two types of population change. The study also aims at finding appropriate ways in which Colorado State University, through its extension arm - the Cooperative Extension Service - can be of help, educationally, in the solution of problems or needs.

This report covers the first two years of the study, 1963-1965, and is the result of a partial analysis of data that was collected in the spring and summer of 1964. Information given by housewives on family and community needs, by leaders on community needs, and by high school sophomores on the needs of youth, is presented.

Section I of the report presents the problem and the methodology that was used in the research. Section II provides a very brief description of the three counties that are under study. Data on needs and problems of the families, the community, and the youth are presented in Section III. The last Section, number IV, draws some conclusions about the data gathered, and attempts to point out the significance of the findings for the on-going process of extension programming.

Jefferson County

Jefferson County, with a population of 127,520 persons in 1960 (120 percent increase over 1950), is situated directly west of the city of Denver. It has a rapidly growing population characterized by a high median income, a high educational achievement level, and a high degree of urbanization. The median age was 27.5 in 1960 with only 5.5 percent of the population 65 years of age or older. Only 2 percent of the Jefferson County employed males worked in agriculture in 1960. Jefferson County has an essentially white population with very few non-whites recorded in the 1960 census.

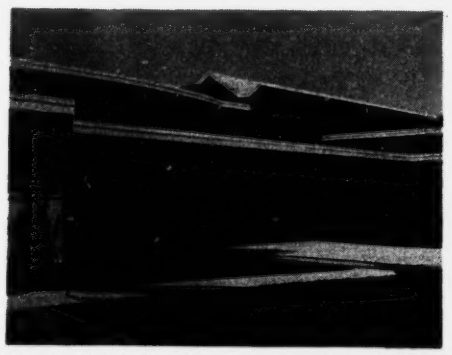
The new Hall of Justice in Golden, the county seat, reflects Jefferson County's attempt to provide adequate county government facilities for a rapidly increasing population.

Many of the area's most important industries are located in Jefferson County. Pictured above is the Coors facility in Golden.

The Federal Center, located just west of Lakewood, houses national government offices and provides employment for thousands of residents of Jefferson County.

Colorado School of Mines, a college with a national and international reputation, is located in Golden.

This residential area in Edgewater is typical of some of the older parts of Jefferson County.



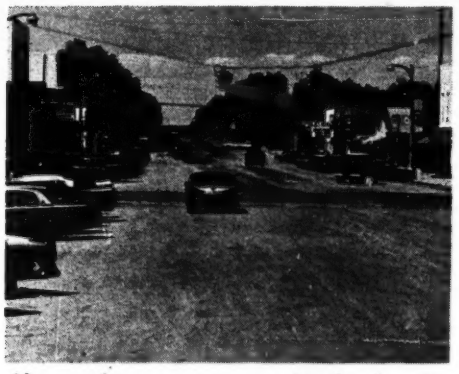
Most of the families moving into Jefferson County are younger families with children. Many new schools have been built in the past few years as existing facilities become overcrowded, one of which is the new Arvada West High School pictured above.

The newest shopping center in Jefferson County is the Villa Italia in Lakewood, which opened in the spring of 1966. Jefferson County has many such centers reflecting the increase of population in the county.

This view of Applewood, west of Lakewood, is typical of some of the newer residential areas of Jefferson County. Thousands of new homes have been built in the past few years to accommodate the increase in the county's population.

Washington County

Washington County is located in the northeastern part of the State of Colorado. Although petroleum is a major source of income for the county, for the most part it has an agriculturally based economy. Washington County had a population of 6,625 persons in 1960. This was an 11.9 percent decrease in population since 1950. The fact that the median age is rising (30.0 in 1960; 26.9 in 1950) indicates that many of those who are leaving the county tend to be younger persons. Over 11 percent of the county population in 1960 was sixty-five years or age or over.



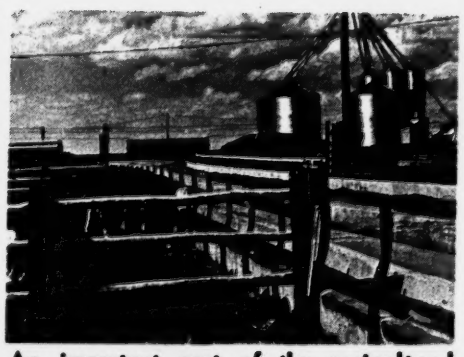
Akron, the county seat, is the largest town in Washington County, with an estimated population of 1,900 in 1964.

A typical scene in Washington County showing the plains topography.

A view of the "main street" of Anton, one of the several small towns in Washington County.

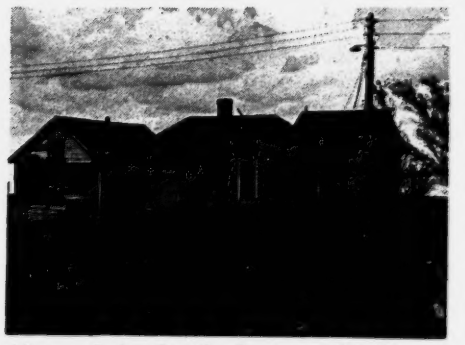
Oil is an important aspect of Washington County's economic structure. Shown is the drilling of a new well in an established field in the west central part of the county.

School houses like the one pictured above are fast disappearing from the landscape of Washington County. They are being replaced by modern school facilities of consolidated school districts.



An important part of the agricultural economy of Washington County is the cattle feeding industry which utilizes many local farm products.

The Central Great Plains Field Station is one of two agricultural experiment stations located in Washington County.

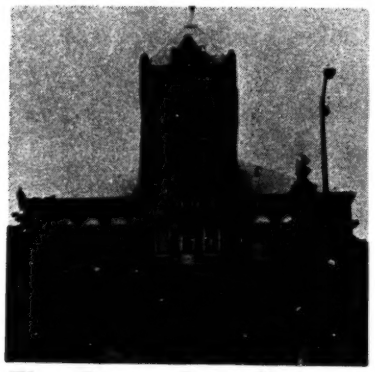


Many of the family farms in Washington County have been incorporated into larger units with the result that abandoned homesites now dot the county.

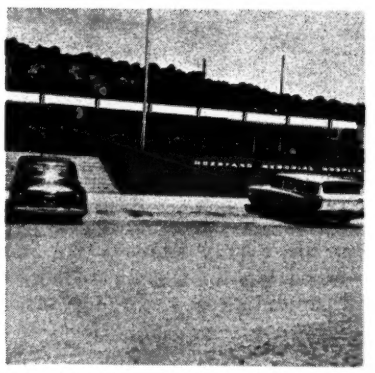
Huerfano County

Huerfano County is located in the south central part of the state of Colorado. Historically, the main source of employment and income in the area has been coal mining, although the county also has a substantial agricultural base. According to the 1960 census, the county had a population of 7,867 persons. This is a loss of 2,682 persons in the period between the 1950 and the 1960 census. It is of some interest to note that the population loss in the twenty years separating the 1940 and 1960 census has been 8,221 persons. In general, Huerfano County has a higher proportion of persons over 65 years of age than the average of Colorado as a whole. Also, the educational levels and the income levels are much lower in the county than the average of Colorado as a whole. The county also has a large number of persons of Spanish-American ancestry.

The Main Street of Walsenburg, county seat of Huerfano County. Population estimates indicate a slight increase over the 1960 official census figure of 5,071 for the city.

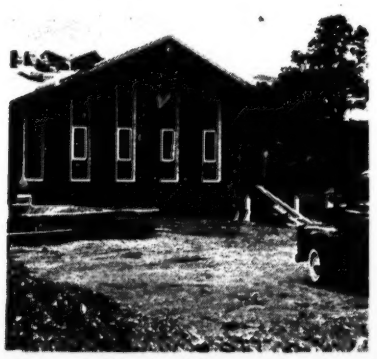


The County Court House in Walsenburg, built in 1904, still serves the residents of Huerfano County.



The Huerfano Memorial Hospital was constructed in 1962. An addition is presently under construction which will bring the hospital's capacity to about 40 beds.

A new golf course just west of Walsenburg will be ready for play by 1967. The course adjoins a State campsite and promises to be one of the most scenic golf courses in Colorado.



One of the buildings of a new State boys' camp under construction just west of Walsenburg. The facility will be an important addition to the area's economy.

One of the newer houses in Walsenburg overlooking the valley with the Spanish Peaks in the background. The mountains offer great potential for recreational facilities development in Huerfano County.

A now abandoned coal mine northwest of Walsenburg. Mining had been the most important economic base of Huerfano County until the late 1940's. Much of the economic slack caused by the closing of the coal mines in the county has been picked up by agriculture.

One of the older housing areas in Huerfano County. Many similar sites have been cleared and new housing has been constructed to replace homes such as shown here.

Problem and Methods

PROBLEM: The present study is concerned basically with a problem of orientation and organization of the Cooperative Extension Service: given the rapid shifts in population structure in Colorado, the changing nature of occupations, and the implied changes in people's problems, desires or needs, how can the Extension Service be of optimal assistance to the communities which it serves?

Three objectives guide the study:

To identify problems or needs of segments of the population of Colorado, which are amenable to solution through informal extension education.

To set up experimental educational programs for the Cooperative Extension Service using data gathered in meeting the first objective.

To explore and test alternative ways of organizing and applying the Extension Service to maximize its impact in helping people solve their problems.

The rapid shifts in the population structure of Colorado are clearly illustrated by the 1960 census data. Whereas some counties are growing at a tremendously rapid rate (e.g. Adams, 198 percent in 10 years, Jefferson, 129 percent, Arapahoe 118 percent), other counties are losing population rapidly, (e.g. San Juan, 43.5 percent, Costilla, 31 percent, and Huerfano, 26.3 percent). In essence this means a depletion of population in rural areas and an overgrowth of metropolitan regions; a shift from a preponderance of agricultural jobs to an emphasis on non-agricultural activities. Of necessity, communities which are expanding at an accelerated rate, and those that are losing population rapidly, are confronted with new problems and needs.

A land-grant institution is oriented towards servicing the statewide community of which it is a part. When the community was primarily rural, the orientation of the institution was agricultural. But when the urban segment of the community grew in size the institution changed its structure in order to be of service not only to the rural agricultural groups, but also to the urban industrial groups.

Colorado State University exemplifies this pattern. In 1957 the "Agricultural College" became a university. While the service to the rural agricultural segment of the community is still a solid orientation of CSU, explorations are under way to make available the total resources of the university, rather than only those which are agriculturally oriented. One basic assumption of the present study is that the Cooperative Extension Service, with help from other units of the university, can be educationally useful in the solution of community problems, not only in agriculture and home economics, but in other fields of endeavor as well.

METHODS: The present report addresses itself to research procedures in connection with the first objective of the study, viz., finding out about people's problems and needs.

Three counties were selected for the study: Jefferson, Washington, and Huerfano. A major criterion for the selection of counties was the rate of population change, increase or decrease. Jefferson County increased its population by 129.2 percent in the decade 1950-1960; Washington County decreased by 12.7 percent; and Huerfano County decreased by 26.3 percent. Another criterion was interest on the part of the local extension staff in the setting up of experimentally-oriented action programs during the second phase of the study.

A systematic random sample of 300 families was drawn in Jefferson County to obtain what was considered to be an adequate number of families to represent the total population. In Washington County, cluster sampling was used. The sample consisted of 155 families. Cluster sampling was also used in Huerfano County, with 199 families.

Two interview schedules were constructed, one for male heads of households and another for housewives. The interview schedule for females contained, among other things, questions on characteristics of the family, needs, wants, and interests of the family, and community needs. Sections of this schedule particularly of concern to women were omitted from the schedule for male heads of households. In every other respect the schedules were identical.

Interviewing was begun late in the spring of 1964 and proceeded until the end of the summer. Interviewing in Jefferson County was done by four graduate students from the Department of Sociology at Colorado State University. One of these graduate students did interviewing in Washington County and supervised four teachers who also interviewed in the county. In Huerfano County a graduate student did some interviewing and supervised the interviewing done by a local teacher, two city clerks, and a former director of the census.

Through a mailed questionnaire, information was collected from 120 persons (from a total of 160 named: a 75 percent response) who were rated as community leaders by housewives in the previous survey on community needs.

A questionnaire was also administered to high school sophomores in Jefferson and Huerfano Counties.

Needs and Problems in the Counties

FAMILY NEEDS OR INTERESTS: Housewives in the three counties were interviewed using a schedule. Questions were asked to elicit their interest in receiving information or advice related to the following general areas:

Home and Home Surroundings
Food and Nutrition
Physical and Emotional Health
Clothing and Appropriate Dress
Financial and Legal Matters
Job and Job Opportunities
Home Management
Business Management
Older People
Teenagers
Desires and Wants for Your Children
Better Life for Yourself and Your Family

Within each general area, the housewife was asked to rank the two items of most interest to her, if she had any interest in the area.

Figure A shows the general interest of housewives in the three counties in each of the twelve general areas. The areas of "Home and Home Surroundings," "Financial and Legal Matters", and "Physical and Emotional Health" ranked high in interest in the three counties. Other areas of high interest were the following: "Desires and Wants for Your Children," particularly in Jefferson County; "Clothing and Appropriate Dress," particularly in Washington County; and "Food and Nutrition", particularly in Huerfano County. The area of "Older People" was of high interest in Huerfano County.

Figures 1A through 12A illustrate the interest of housewives in specific items within each of the general areas. Figures 1A, 2A, 3A, 4A, 5A, 9A, and 11A, to which reference shall be made below, deal with items within the general areas that were of most interest: "Home and Home Surroundings" (Figure 1A); "Financial and Legal Matters" (Figure 5A); "Physical and Emotional Health" (Figure 3A); "Desires and Wants for Your Children" (Figure 11A); "Clothing and Appropriate Dress" (Figure 4A);"Food and Nutrition" (Figure 2A); and "Older People" (Figure 9A).

Figure 1A shows that in the area of "Home and Home Surroundings" the items of most general interest in the three counties were the following: "Lawn Care and Related Forms of Landscaping;" "Decorating, Beautifying the Home;" "Remodeling for Convenience or Utility."

Figure 5A, "Financial and Legal Matters," shows that the items of most general interest in the three counties were: "Legal Matters," "Investments," and "Taxes." An item of very high interest in Huerfano County (first rank), not rated that high in the other two counties, was "Social Security."

Figure 3A, "Physical and Emotional Health," shows that the items of most interest in the three counties were: "First Aid" and "Emotional Health of Adults." "Emotional Health of Children" ranked high in Jefferson and Washington Counties, while "Physical Health of Adults" ranked high in Huerfano County.

Figure 11A, "Desires and Wants for Your Children," shows that items "More or Better Educational Opportunities Than I Had" and "Accomplishment in Any Field That They Should Choose" scored very high in interest. "More or Better Financial Opportunities Than I Had" scored high in Huerfano County.

In Figure 4A, "Clothing and Appropriate Dress," it is shown that "Clothing Design, Material, and Construction," "Selecting and Buying Clothes and Materials," and "Appropriate Dress and Personal Appearance" are the items which ranked highest in interest.

In the area of "Food and Nutrition," Figure 2A, the two items of most importance in the three counties were: "Food Buying" and "Food Preparation." "Balanced Diet Planning" was of interest in Huerfano County.

An area that was of high interest to families in Huerfano County was that of "Older People" (Figure 9A). Such items as "Medical Care" and "Advice in Pension and Retirement Plans" scored high.

Figures 16A, 11A, 10A, 14A, and 12A present itemized information on the areas of "Better Life for Yourself and Your Family," "Home Management," "Jobs and Job Opportunities," "Teenagers," and "Business Management." The general interest in these areas is relatively high with the exception of the last one.

COMMUNITY NEEDS OR PROBLEMS: Housewives in the three counties were also asked during the interview to name the situation from a list of 69 items constituting a problem or need for the community. The choice was in terms of "Most Serious and Pressing Need," "Needed in the Near Future," "Desirable But Not Seriously Needed at Present," "Not a Need at Present." Leaders in the three counties were also asked the same questions through a mailed questionnaire.

The data that is presented in Figures B through L refer to items which were ranked either as "Most Serious and Pressing Need," or "Needed in the Near Future," both by housewives and leaders. Items are grouped into eleven general areas:

Economic Activities
Community Services (Streets and Public Grounds)
Community Services (Government, Police, Etc.)
Other Community Services
Health Services
Recreational Facilities
Church-Related Activities
Formal Education
Informal Education
Cultural Activities
Community - General

Figure B, "Economic Activities," shows that such items as "Employment for Present People," "Local Industry," "Working Conditions," "Water Supply," and "Development of Local Business" are of extreme concern for the family (as expressed by housewives) in Huerfano County. "Local Industry" is also an item of interest in Jefferson and Washington Counties. "Employment for Present People" is of concern in Washington County.

Figures B1, B2, and B3 present data on areas of concern to the leaders in each of the three counties, comparing it to the concerns of the housewife. If anything, leaders in Jefferson and Washington Counties feel more strongly than housewives about the problematic nature of most items. The interest in "Industry," "Business," and "Employment" is consistently high.

Figure C, "Community Services (Streets and Public Grounds)," presents data about housewives on the following items: "Care of Public Grounds," "Roads and Streets," "Cleaner Streets," "Street Lights," "Maintenance of Streets," "Regulation of Traffic," "Parking Facilities," "Public Transportation." The problematic nature in Huerfano of such items as "Roads and Streets," "Maintenance of Streets," "Public Transportation," etc., is striking. "Roads and Streets" and "Public Transportation" are also of high interest in Jefferson County. "Roads and Streets" and "Maintenance of Streets" are of interest in Washington County.

Interest in information on zoning was low in Washington and Huerfano counties, but significantly higher in Jefferson County.

Figures C1, C2, and C3 present data on items of interest to the leaders in the three counties. In Jefferson and Washington counties, leaders generally have a higher degree of concern for the items in this area as compared to the housewives. Leaders in Huerfano, as compared to the house wives, rate the items as being of less concern. On the whole, though, the interest in "Transportation and Streets" is very high.

Data on such "Community Services" as "'Local Government," "Police Department," "Fire Department," "Public Utilities," "Local Civil Defense Organization," "Health and Sanitation Inspection," "Garbage Disposal" is presented in Figure D. It is shown that "Garbage Disposal," "Health and Sanitation Inspection," "Police Department," "Local Government," and "Public Utilities" are considered problem areas by significant groups of housewives in Huerfano, less so in the other counties. "Local Government" is considered as important in Jefferson County.

Figures D1, D2, and D3 present similar data, in connection with leaders. There are no significant differences between leaders and housewives in Washington and Huerfano Counties on the rating of problem items. Leaders in Jefferson County, though, rate items higher than housewives. The leaders' interest in "Local Government" is quite high in Jefferson County, and also in Huerfano.

Figure E presents data on the housewives related to "Other Community Services." Areas of stress in Huerfano County are those related to "Handling Juvenile Delinquency Problems" and "Public Help for the Needy;" also "Services for Handicapped, Rehabilitation." "Handling Juvenile Delinquency Problems" is of concern in Jefferson County.

In Figures E1, E2, and E3 similar data is presented on items constituting problems for leaders. "Juvenile Delinquency" is of high concern to

Jefferson and Huerfano County leaders, but not to leaders in Washington County.

Figure F, presents data in the area of "Health Services." Areas of concern for the housewife in Huerfano are those connected with "Doctors," "Facilities for Dental Care," "Hospital Facilities," "Nurses," and "Nursing Home for Aged." These are of less concern in the other two counties.

This area is not of high concern for leaders in the three counties; it is, though, of some concern (less so than for housewives) to leaders in Huerfano. (See Figures F1, F2, and F3.)

Figure G deals with "Recreational Facilities." These items are of high concern in Huerfano County: "Parks and Playgrounds," "Planned Recreational Programs for All Ages," and "Gymnasium for Public Use." "Parks and Playgrounds" are also of concern in Jefferson County.

In general, leaders in the three counties have similar degrees of concern for items in this area. (See Figures G1, G2, and G3.)

As shown in Figure J, in the area of "Informal Education," such items as "4-H Club," and "Discussion Groups" are not rated as of strong concern by the housewives. A "Public Library" is of concern in Jefferson County, and "Development of Local Leadership" is of concern in Huerfano.

This is an area of high interest to leaders, as compared to housewives. (See Figures J1, J2, and J3.) The item "Local Leadership," is of very high interest in the three counties. "Adult Education" is of high interest in Washington and Huerfano Counties. The interest in a library for Jefferson County is quite high. The concern with 4-H is generally low.

As shown in Figure L, "Cooperation Among People of Community" and "Community Pride" are items of concern to Huerfano County housewives. To the leaders in the three counties these items are of much higher concern than to the housewives. (See Figures L1, L2, and L3.)

Both housewives and leaders in the three counties showed a relatively low interest in the general areas of "Church Related Activities," "Formal Education," and "Cultural Activities." (See Figures H, H1, H2, and H3; I, I1, I2, and I3; and K, K1, K2, and K3.)

AGE, EDUCATION, AND OCCUPATION IN RELATION TO PROBLEMS OR NEEDS: As part of the analysis of the data collected concerning "Family and Community Needs," the respondents in each county were classified according to their age, their educational attainment, and their husband's occupation. They were then categorized into age, educational, and occupational groups in each county.

In Jefferson County there was a relationship between age, educational and occupational status and the degree of concern in areas. In general, the younger age groups, the higher educational attainment groups, and the higher occupational status groups tended to show more interest in almost all items of "Family Needs." This trend was less discernible in Washington County and did not hold for Huerfano County.

In the area of "Family Needs," interest in several items seemed to be related to age. For example, the younger age groups in all counties were more interested in "Food Buying," "First Aid," "Physical Health of Children," "Emotional Health of Children," "Insurance," "Working Mothers and Related Problems," "Budgeting," and "A Greater Confidence in My Ability to Understand or Guide My Children," than were the older age groups, while the older age groups in all counties were more interested in "Physical Health of Adults," "Social Security," and "Better Sense of Personal Worth" than were the younger age groups.

In Jefferson County the more education the respondents had the more interest they seemed to show in almost all items. In Washington County those respondents with a high school education and those with at least some college tended to demonstrate more interest in the items than those respondents with a ninth grade or less educational attainment. In Huerfano County, however, this kind of relationship did not hold. In almost all areas of "Family Needs" those respondents in Huerfano County who had at least some college expressed less interest in items of need than did those respondents who had a ninth grade or less educational attainment.

In Huerfano County, the "blue collar" occupational group tended to express more interest in almost all of the areas of "Family Needs" than did the "white collar" group, the farm group, or the retired or unemployed group. The difference between the occupational groups in the other counties was slight, with the exception of the retired or unemployed occupational group, which tended, in both Jefferson and Washington Counties, to indicate much less interest in areas of "Family Need" than the other occupational groups.

There seems to be no consistant relationship between age, occupation, and education, and interest in items of "Community Needs." There are differences in interest in particular items between

these groups, but these differences cannot be generalized as was possible in the area of "Family Needs." It would seem that items of high interest in "Community Needs" were of interest to almost all groups, while items of low interest were of little interest to almost all groups. This seems to indicate that there is general awareness of "Community Needs" in a given community which transverses age, educational, and occupational groups.

NEEDS OR INTERESTS OF YOUTH: High school sophomores of Jefferson and Huerfano Counties were administered a questionnaire aimed at, among other things, eliciting information on the kinds of activities that they would like discussed in a club that they were to join. Two types of activities were included in the questionnaire: one emphasizing "skills," as these are often dealt with in many of the 4-H Clubs; the other emphasizing "developmental tasks," as this concept has been defined by Havighurst. "A developmental task is a task which arises at or about a certain period in the life of an individual, the successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks."*

Figures M1 and M2 present information about the interest of male high school sophomores in Jefferson and Huerfano Counties. Figure M1 shows that in the area of "Skills," "Motors and Cars" ranks as of top interest, also of high interest are "Carpentry," and "Electricity." Figure M2 shows very high interest in the area of "Developmental Tasks." For both counties it is a "skill" which has the most appeal, but "developmental tasks" ranked second.

Figures N1 and N2 present similar information about the interest of female high school sophomores. The interest of girls in "developmental tasks" as compared with "skills" is striking.

Significance of Findings

This is a report of the first phase of a study in needs. It stresses the major findings in connection with the first objective of the study: the gathering of information on problems, wants or needs of selected population groups in Colorado which are amendable to solution through education.

Education is most commonly associated with the processes of teaching and learning, which have as an end a change in the overt or covert aspects of the conduct of individuals. It is common language among educators to refer to education as having three elements: knowledge or concepts, skills, and attitudes. Thus, an individual becomes educated to the degree that he has acquired knowledge or concepts, acquired skills, and changed his attitudes.

The interest in the present study is with education (the teaching and learning of concepts, skills and attitudes) which will help people solve their problems or fulfill their wants or needs at a particular time. Central to the present study is the concept of "Educational Needs" which shall be defined as the learning processes necessary for individuals to attain desired goals. Thus, if individuals express an interest in learning more about getting along with members of the opposite sex, this is a goal; educational needs would be the specific concepts or knowledge, skills, and attitudes which they would have to learn to attain this goal.

Being a land-grant institution, Colorado State University is oriented toward helping the community solve, educationally, whatever problems, needs or wants it may have at a particular time. Operations have been set up by the University, in the form of the Cooperative Extension Service, to help the rural community and the agricultural segment of society solve whatever problems or needs they may have. With the growth of urban groups, many new problems or needs have come into existence both within the urban as well as within the rural groups. It is logical to assume that the University has an obligation to help solve, educationally, problems within both areas. It may also be logical to assume that the mechanism that has been used for so long to serve the rural community, the Cooperative Extension Service, may also be used with the appropriate backstopping from the several University units to help in the solution of new problems, both in rural and urban communities.

The Extension Agent has been the link between land-grant university and the local community. His role has been defined as that of an educator, rather than a "doer." He stimulates people to learn, he assists them in learning; and he struc-

*Robert J. Havighurst, Human Development and Education, New York, London & Toronto: Longman's, Green & Co., 1953.

tures learning situations in which individuals may gain education. The major concern of the Extension Agent is, therefore, educational needs; it is providing individuals with the knowledge, the skills, and the proper attitude which may be instrumental in helping them attain their goals, whatever these may be. Through this educational process he is also supposed to help people redefine their goals or see new ones.

Certain fundamental assumptions are made about the role of the agent: that he has adequate teaching skills (for working with both adults and youth); appropriate attitudes to work with his clientele; and the necessary knowledge (subject matter) about people (psychology, sociology, etc.), and about the subject that he is going to teach (agriculture, home economics, etc.). It is further assumed that if the agent does not possess the appropriate subject matter knowledge, he may call in the Extension Specialists of the University to assist him in his teaching endeavors.

If the agent is considered an "educator," there is a very subtle, implicit assumption made about him, viz., concerning a general area or program, he knows which are the key pieces of knowledge or the basic concepts, the key skills, and the "right" kinds of attitudes which should be taught to people to help them attain goals which from the society's point of view are desirable. A great responsibility rests on the shoulders of the Extension Agent. Given the changing nature of American society, the dynamics of needs (changing goals, changing means to attain goals, etc.), how can the Extension Agent select the most meaningful educational programs for the people? What are the basic skills, concepts, and attitudes which may transcend the fluid situation of goals? How can he be useful to the people in ways that are immediately appreciated, and that are bound to have a great impact and a lasting value for the people? What are the problems an Extension Agent may face in selecting the "right" program?

A. PROBLEMS IN THE SELECTION OF EDUCATIONAL PROGRAMS

By "educational program" is meant a system of activities which are so organized as to transmit (or teach) fundamental skills, fundamental concepts or knowledge, and the necessary attitudes which will enable individuals to attain goals, fulfill needs, or solve problems. The study that has just been reported in the previous sections points out particular areas and items within these areas that are of interest, in varying degrees, to families in three Colorado counties: Jefferson, Washington, and Huerfano. It points out goals for the family, of variable interest to the housewives; goals for the community, which are of variable interest to the family (through the housewife), and to selected community leaders; and goals which the youth, in variable degrees, feel are of interest to them. How may the Extension Agent, out of all this information on needs, on things that are of interest to people, prepare meaningful educational programs that are of more lasting value, and that stand a good chance of having a greater impact?

1. Programs to stress: Subjective Criteria

A. Areas and items that are of strong interest to people, but which may be of less interest to Extension.

In connection with "Family Needs," the study reveals that in practically all the counties there is strong interest in such areas as "Physical and Emotional Health," "Financial and Legal Matters," and "Desires and Wants for My Children." There is also a relatively high interest in the area of "Better Life for Yourself and Your Family." These are not "traditional" areas for Extension. In other words, Extension may not have been giving them as much attention as it may have given such "traditional" areas as "Food and Nutrition," "Home Management," etc. On this account, some of these areas are not of high interest to some of the Extension Agents in the three counties studied.

In connection with what is or is not a "traditional" area in Extension a word of explanation may be appropriate. By "traditional" areas is meant systems of activities with which an Extension Service is commonly identified. Operationally "tradition" may correspond to the image that is commonly held of an Extension Service. "Agriculture" (primarily production and marketing), "home economics" (particularly foods and nutrition, home management, etc.) and "4-H" are such areas. Of course, within each of these areas some nontraditional work may be undertaken; such is the case in Colorado. However, either because of lack of resources within the Extension Service itself, or the inability to tap such resources within the larger university complex, the time allocated to these nontraditional activities is rather limited.

In the area of Community Needs, there is an almost universal interest in one of the counties (Huerfano), as expressed by families and leaders, in such economic goals as "Local Industries," "Development of Business," and the "Unemployed." Some of these goals are highly stressed by leaders in another county (Jefferson). The interest in such community services as "Roads and Streets," "Maintenance of Streets," etc., is consistently high in all counties. The area of "Local Government" is rated very high by the leaders in a county (Jefferson). "Juvenile Delinquency" is an area of considerable interest to families and lead-

ers in two counties. Interest in the area of "Parks and Playgrounds" is consistently high. "Problems of Water Supply" is also of great interest in two counties. Again, as in the case of family needs, most of these areas have not been touched upon, educationally, by the Extension Service in a sustained way. True, some activities may have been undertaken in connection with these areas, but not with the same intensity as activities in "traditional" areas.

In connection with the needs of Youth, areas associated with the developmental tasks, such as: "Learning to Make Decisions Without Depending on Adults," "Accepting and Making the Most of One's Physical Characteristics," "Learning to Get Along Better with Girls (and with Boys)," "Learning to Take Responsibilities for Community and School Affairs," Learning More About Preparation for Marriage," etc., are rated high in the two counties for which there is information. But these are not areas traditionally handled by Extension, in explicit ways, at any rate.

A question comes up: should the Extension Agent be guided in the selection of programs by the interest of people? Should he select programs on the basis of "felt" needs?

B. Areas and items of interest to Extension, but which may be of less interest or concern to the people.

In the area of Community Needs, high interest was expressed by some Extension staff in the area of "Planning and Zoning." Interest in this area was not high in the three counties. Concern with "4-H," an activity highly stressed by Extension, consistently rated low in the three counties. The area of "Discussion Groups" (in connection with informal adult education), of high interest to many in Extension, was of low concern to housewives in the three counties.

In the area of Family Needs, interest has been expressed by some Extension staffs in setting up programs for the "Working Mother." This area was rated as of low interest by housewives.

Should the Extension Agent, if he has a high interest in particular areas which he considers of importance to people, proceed to elaborate programs in these areas, although these may not be of interest to the people?

C. Areas and items of interest to both the people and the Extension Service.

In the field of family needs, such traditional items for Extension as "Clothing and Appropriate Dress," "Home and Home Surroundings," and "Food and Nutrition" were of high interest to the families.

On Community Needs, such items as "Local Industry," "Roads and Streets," and "Development of Local Leadership" which were rated high in interest by the people were also of strong interest to many Extension Agents, although no programs existed for these needs in their counties.

In the area of Youth, areas associated with "skills," such as learning about "Motors and Cars," "Carpentry," "Remodeling a Home," "Electricity," "Making and Caring for Clothes and Dresses," "Selecting and Buying Clothes," etc., which are of interest to Extension, were also of high interest to youth.

Should the Extension Agents give priority to programs which are of high interest both to the people and to themselves?

D. Community Needs versus Family and Youth Needs.

Given the scarce resources of Extension, should emphasis or priority be assigned to community "felt" needs (which presumably may affect large numbers of people) or to family or youth needs (which may be more restricted in scope)?

E. Merits of starting programs in areas of interest to the people (felt needs).

The Extension Agent, as an educator, faces a problem which is not present for the school teacher or the college professor. He does not have a captive audience, which he can force to become involved in the educative process. His is a voluntary audience held together by whatever motivational factor is common to the group. "Felt Needs" may be the common factor which serves as a rallying point for people to come together to be "educated." Moreover, to the extent that the Extension Agent helps the people in what they are interested, the more likely he will be to gain their confidence, a factor which is of positive significance in the work with adults. This may enable him to "educate" also in matters which are important to him.

F. A dilemma: how to discover "felt" needs.

From the above there is an implicit recommendation to the effect that "felt" needs are important motivational factors for the educational activities of the Extension Agent. How adequate are the judgments of Extension Agents as to the felt needs of people? It was found that their judgments did not coincide, in many cases, with what was found to be

pressing needs of the families.* In other words, it would be useful if the Agents had some research methodology to refine their judgments. Could the survey method that was used in the three counties be used effectively? Evidently not. It would be too time-consuming, expensive and technical. As will be pointed out later, some way should be found to put in the hands of Agents a simple technique which will enable them, perhaps in a gross but still appropriate manner, to find out needs "felt" by the people.

2. Programs to stress: Objective Criteria

It has been said previously that designing educational programs around "felt needs" is useful in Extension, and that this may give the Extension Agent an opportunity to "educate" in other areas which are also of his interest, and are of high significance to people but which may not necessarily be recognized by them as either available or of significance. What criteria can an agent use to guide him in defining what is of most significance or importance to the people. Take the case of Huerfano County. If people are highly interested in "Business," "Industry," "Unemployment," "Roads and Streets," the area of "Home and Home Surroundings," and the area of "Physical and Emotional Health;" if the youth are interested in "Motors and Cars," and "Carpentry and Electricity;" if the Extension Agent is also interested in these areas, how can he decide which programs are most meaningful to the people? Are there any objective criteria which could guide the Agent, rather than the subjective preferences of the people, or of himself?

Are there any fundamental skills, any fundamental concepts, any basic attitudes that are common to the solution of many of the problems or needs which people or a community may have at a particular time and which one could expect to persist in one form or another for a long time? Is it feasible to teach these fundamentals, adapting them to whatever motivates people at a particular time? As an illustration, at the children's level one may feel that certain concepts (numbers, addition, subtraction, etc.) are needed to solve a myriad of problems in today's and tomorrow's world; that the mastery of certain skills dealing with numbers is also essential, and that a certain attitude of willingness and interest in attempting to solve problems is useful. The better teacher will attempt to teach children these skills, concepts and attitudes, taking advantage of whatever factors may motivate children. It is assumed that motivation speeds up learning. By the same token one may conceive that, in the present and in the future, communities will have, in one form or another, "economic" problems, "transportation" problems, "local government" problems, "health" problems, "delinquency" problems, and problems of "mental health"--anxiety, frustrations, unhappiness, etc. Are there fundamental skills, concepts and attitudes, associated with human development, social development, and economic development which should be taught the members of a community or specific groups in a community so that people are better qualified to deal with what disturbs them at particular times? These certainly could be more objective guidelines for the selection of educational programs, rather than what may be the preferences of people or of the agent at a particular time. Some work has been in progress in this area, particularly in connection with human development, i.e., the "developmental tasks" of Havighurst,* and the pioneering work of Ralph Tyler.**

3. Programs to stress: Available Human Technical Resources

Assuming that the Extension Agent, using the subjective criteria of people's interest, and the more objective criterion of the impact of the program on people's lives (by whatever way this may be measured), decides upon several key programs. He is still faced with two problems: a) Am I qualified to "educate" in this area? b) If not, can I get the proper backstopping from Colorado State University or from elsewhere?

A. The Agent: How 'qualified' does an agent have to be, ideally, to set up programs on "Industry," or "Business," or "Local Government," or "Physical and Emotional Health," or such developmental tasks as "Accepting One's Physique," "Getting Along With Boys or Girls," "Learning to Make Decisions," etc.? How much general subject matter is needed in education, sociology, psychology, economics? How much specific subject matter in other specialized fields like political science, business, etc.? How competent is the Agent in the

*Questionnaires, containing the same items as those used in the housewives' questionnaire, were mailed to the Extension personnel in all three counties. The agents were asked to respond to the items in terms of two general questions: 1) what items in their opinion would be of interest to housewives, and 2) what items did they feel were of such significance as to merit the setting up of educational programs in their county, if this were feasible.

* Havighurst, Robert J., Human Development and Education. New York, London & Toronto: Longmans, Green & Co., 1953. 338 p.

**Tyler, Ralph W., Basic Principles of Curriculum and Instruction Syllabus for Education 305. Chicago, Illinois: University of Chicago Press, Syllabus Division, 1950.

areas that he may be called upon to set up programs? How can he be made more competent? At the local community level should there be "Specialists?" "Generalists?" Both? Or what?

B. Assuming that the Agent does not have the competency in the areas that are considered of significance, does his organization--Extension--have it in "headquarters?" Are specialists available? If not, do any of the academic departments have the competency? For example, if "Local Government" or "Industries," is the significant program, does Extension have the "know-how?" If not, does the Department of Political Science or the appropriate units in the Colleges of Engineering or Business have it? Can the agent get this help?

These are rather complicated questions; they pose a dilemma. Should the Extension Service of the University assume responsibility for the areas outside of the traditional ones in agriculture, home economics, and 4-H? (In a way this question may be somewhat irrelevant since Extension is already assuming new responsibilities in urban areas.) Given the land-grant university orientation of service to all groups in the community, there is a commitment to expand the areas of concern of the Extension Service. The survey has shown strong interest in new, nontraditional areas of Extension programming. This implies a need for the design of appropriate administrative arrangements which will bring to bear upon local problems the total resources of the land-grant system, rather than those of "agriculture" and "home economics."

C. Problems in "Educating."

Assuming that the Agent does have some necessary qualification for undertaking a program but that he needs additional resources from Colorado State University, how does he go about getting these resources if they are not administratively under the Extension Service?

1. Administrative problem: for example, suppose that the Agent in Huerfano decides to stress "Industry-Business" and feels that he needs the cooperation of academic units at Colorado State University which may have competence and experience in setting up industrial development programs. If it is found that academic units in engineering, business, economics, and sociology have been involved in such a program (as they have been in Brazil for the last two years), how can these academic units be called upon for help? What administrative arrangement will need to be made? What would be the responsibilities of the Extension Agent, of any specialists from the Extension Service who may be called upon to help, of the staff from the academic departments, and of the local people? Who would have the ultimate responsibility for setting up discussions, and the authority to direct the program?

2. Problems in selecting educational methods: Since programs in which Extension is involved must be educational, rather than the straight action-type, a question that always comes up is that of what educational methods best suit the situation? Should it be a "method demonstration," or a "result demonstration." Should use be made of committees? What kinds of committees? What kinds of leadership in the committees?

It has often been said that some of the traditional methods used in Extension are not as conducive to learning as has been supposed. It has also been said that the agents themselves have new ideas on methods and approaches which should be tried to objectively determine their worth. The area of efficiency of methods offers an unlimited field for experimental research.

D. The Second Phase of the Study

The foregoing discussion on needs and the role of the Extension Agent as an educator has focused on three general problem areas: 1) the criteria for selecting educational programs that are meaningful for the local community, 2) the administrative, and 3) the educational obstacles that must be abrogated in carrying out meaningful programs. None of these problem areas were dealt with in the first phase of the present study. They are, though, of primary concern in the second phase of the study.

1. Criteria for the selection of programs:

a. Subjective criteria: experimental programs will be conducted to determine simple methods for detecting "felt needs"--of the community, of families, and of specific groups within the community. By simple methods is implied methods which will assist an Extension Agent who is untrained in social research methods to appraise community groups for "felt" needs.

b. Objective criteria: theoretical explorations will be conducted with staff from several departments--economics, business, political science, psychology, and sociology--to determine fundamental skills, concepts, and attitudes which should be mastered by specific community groups to solve present problems which may also be expected to be endemic to our society. Implicit in the above is a concern for develop-

ing some objective criteria for the selection of programs.

2. Administrative obstacles in the implementation of selected programs:

a. Research will be undertaken to attempt to determine the knowledge, attitudes, and skills of Extension personnel--agents, specialists and administrators--in so far as these bear on their qualifications for specific programs that may be set up in the community.

b. Research will also be undertaken to determine what are alternative methods for organizing or re-organizing resources at Colorado State University--within Extension and in the academic departments--so that the philosophical orientation of service to the community that Colorado State University has as a land-grant institution will become a more objective reality, rather than a wish. For example, what are appropriate roles, in community activities, for "academic" consultants, i.e. for university staff who are not under direct administrative guidance of Extension. What administrative arrangements can be made between Extension and the academic departments which may facilitate the use of these potential consultants?

3. Educational obstacles in the implementation of selected programs: Experimental programs will be initiated aimed at testing the learning worth of some traditional educational methods whose effectiveness has been questioned. Similarly, the worth of some "new approaches" which are claimed to be effective by Extension personnel, as well as by some "experts," will be subjected to experimental testing.

Thus, the purpose of the second phase of the study will be aimed at providing guidelines for the selection of programs, the organization and appraisal of resources, and the selection of appropriate methods given the selected program and the resources available.

FAMILY NEEDS

Figure A

INTEREST IN AREAS OF FAMILY NEEDS AS EXPRESSED BY HOUSEWIVES
IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentage shows the proportion of housewives of the total sample who indicated they would be interested in receiving advice or information about at least one specific item in each designated area.

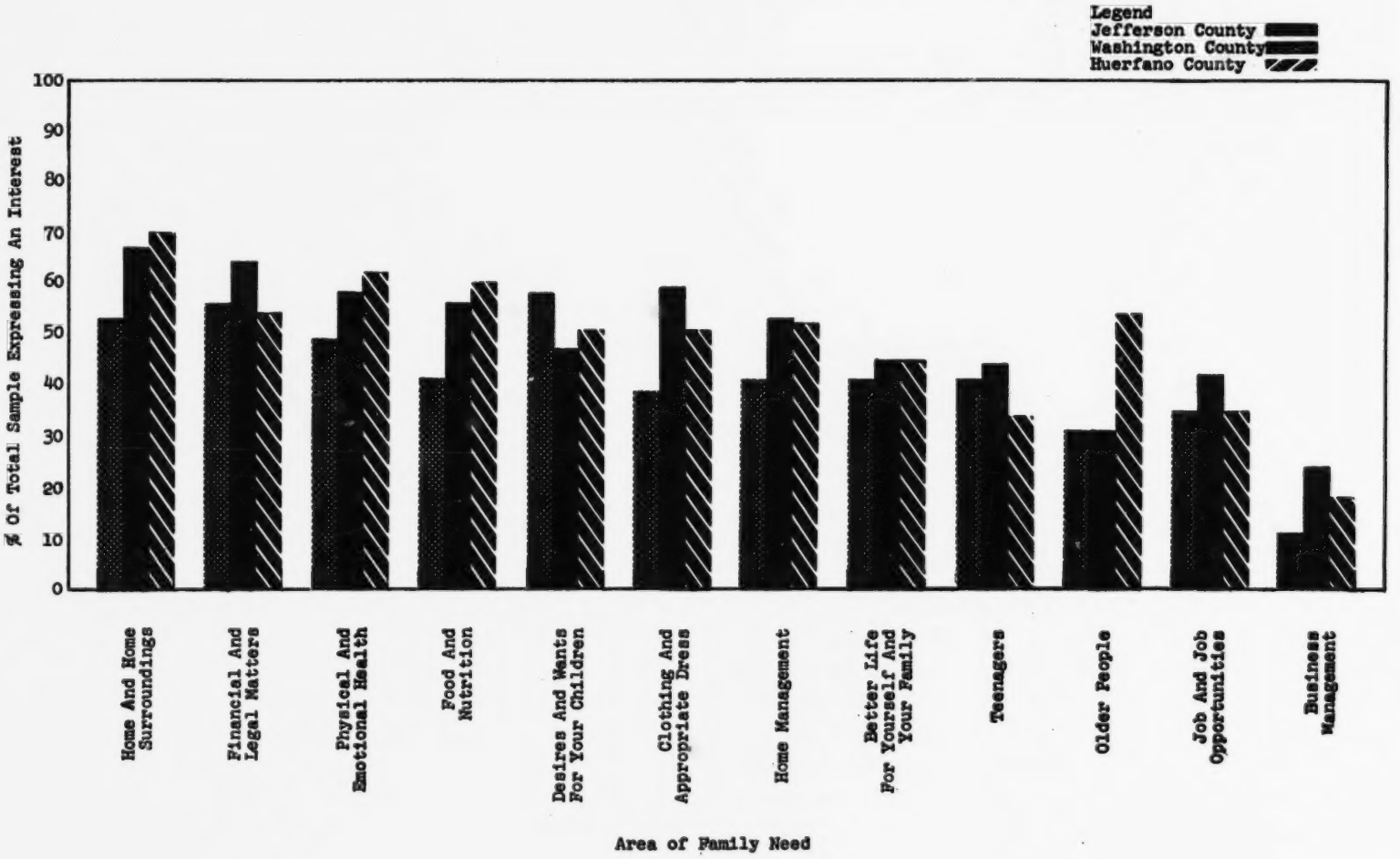


Figure 1A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF HOME AND HOME SURROUNDINGS IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

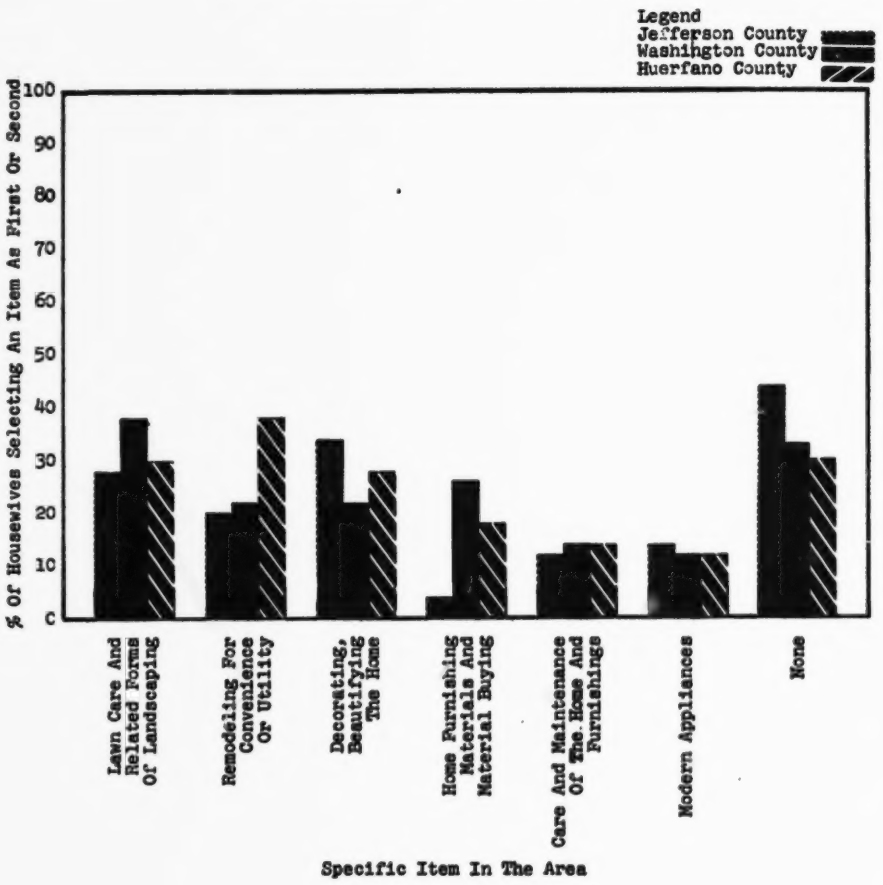


Figure 2A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF FOOD AND NUTRITION IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

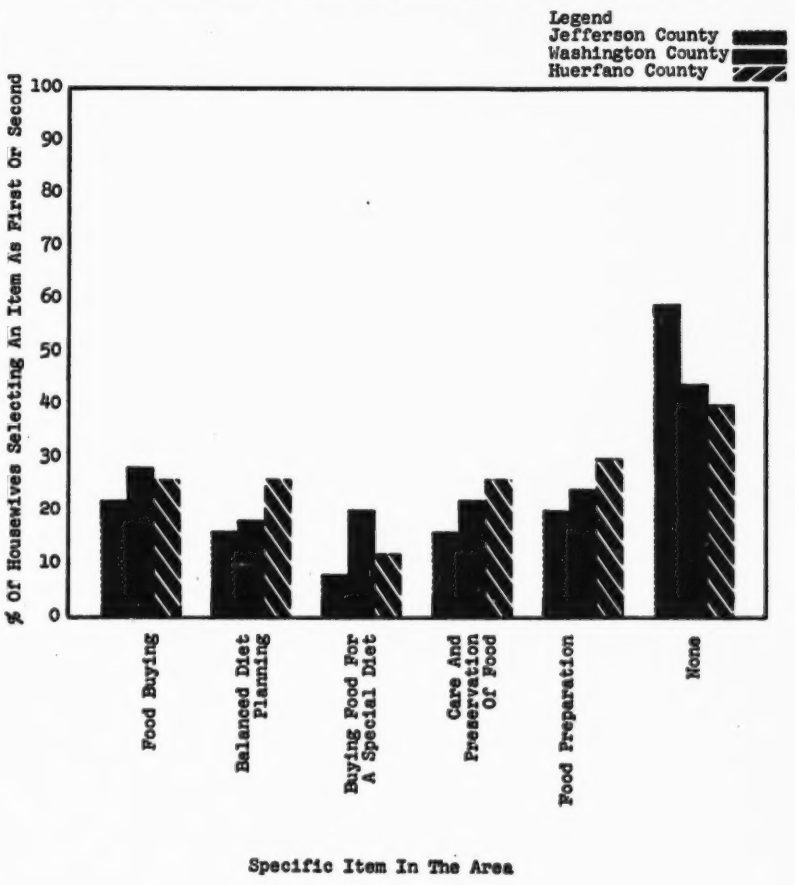


Figure 3A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF PHYSICAL AND EMOTIONAL HEALTH IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

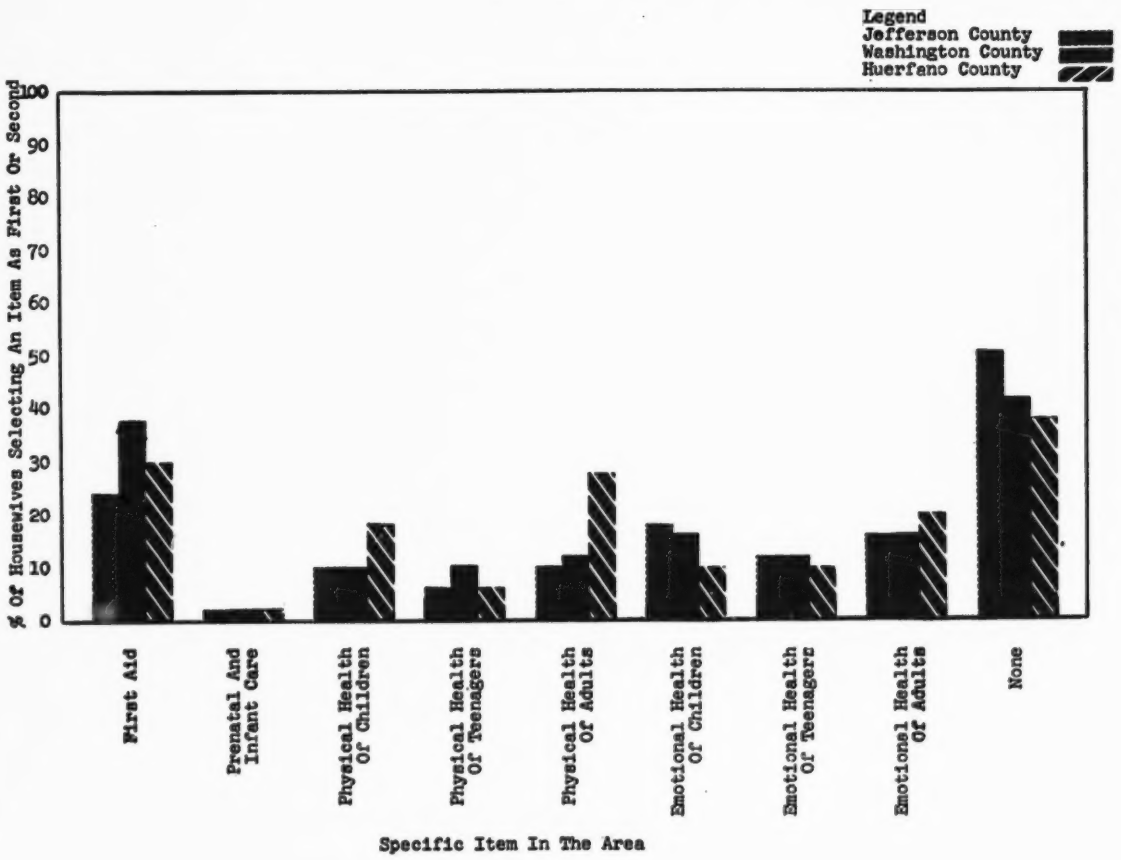


Figure 4A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF CLOTHING AND APPROPRIATE DRESS IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

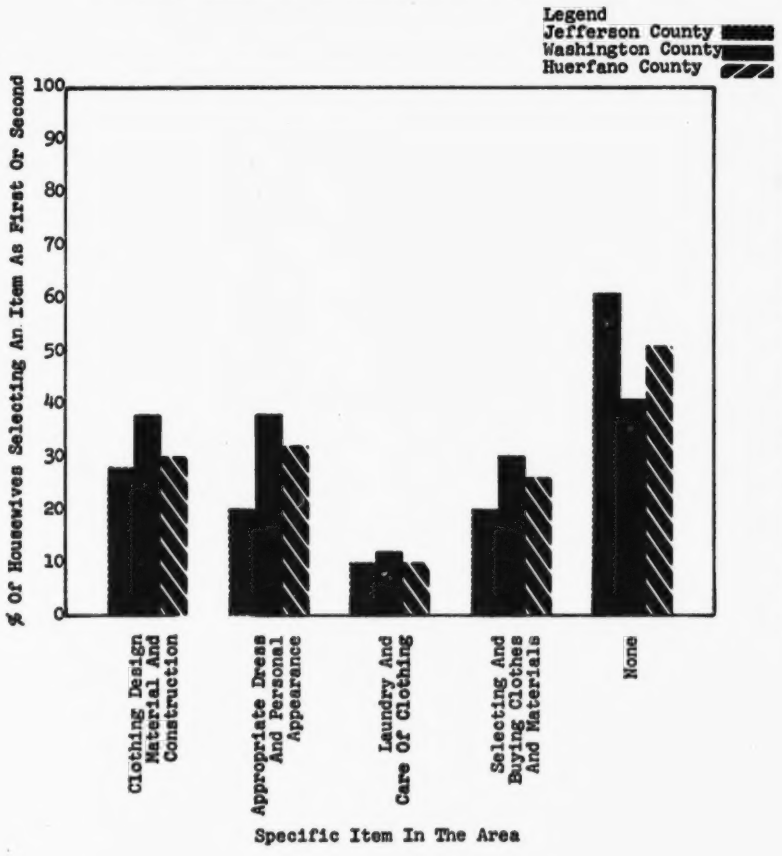


Figure 5A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF FINANCIAL AND LEGAL MATTERS IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

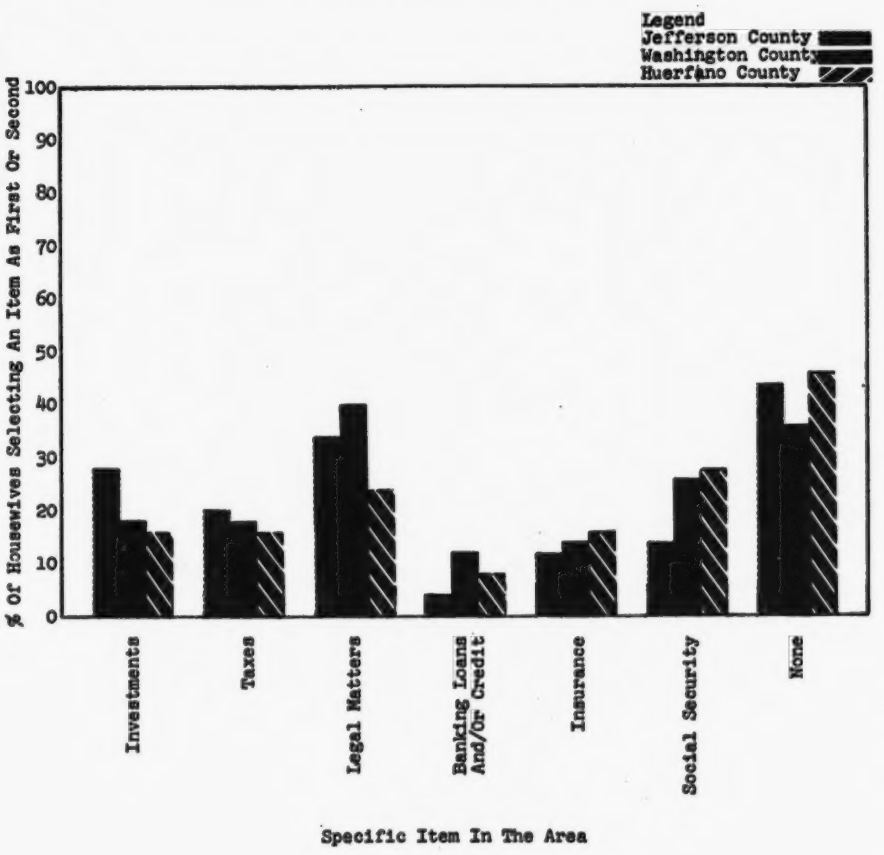


Figure 6A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF JOB AND JOB OPPORTUNITIES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in recieving advice or information about that specific item.

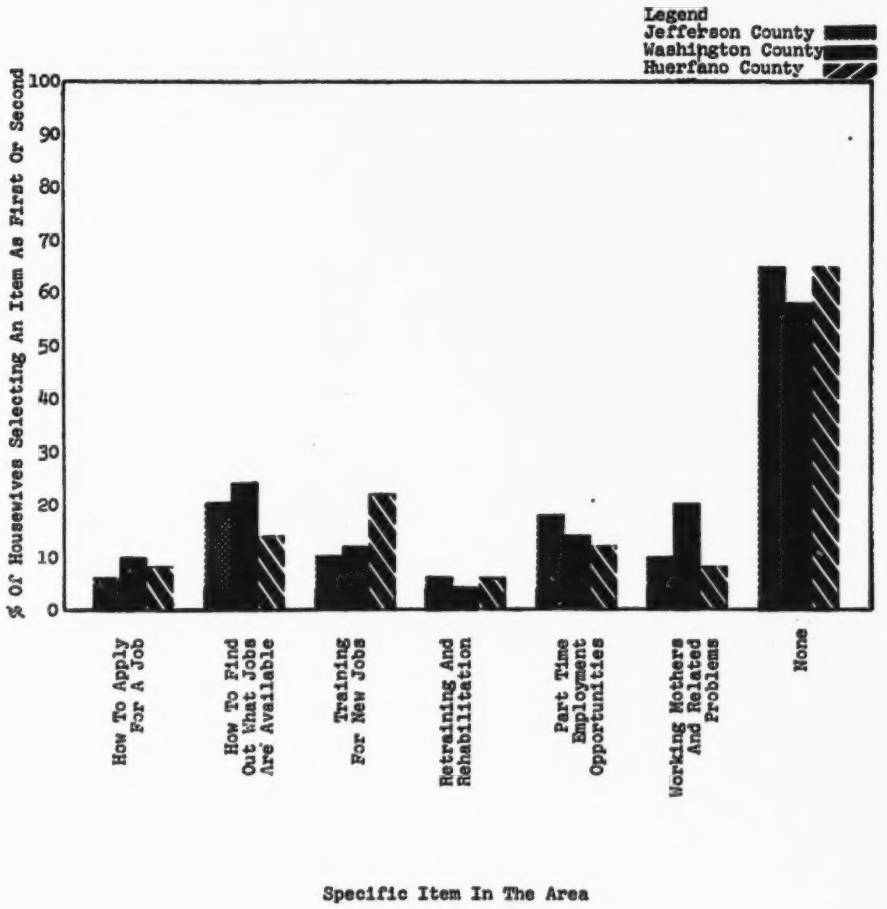


Figure 7A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF HOME MANAGEMENT IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

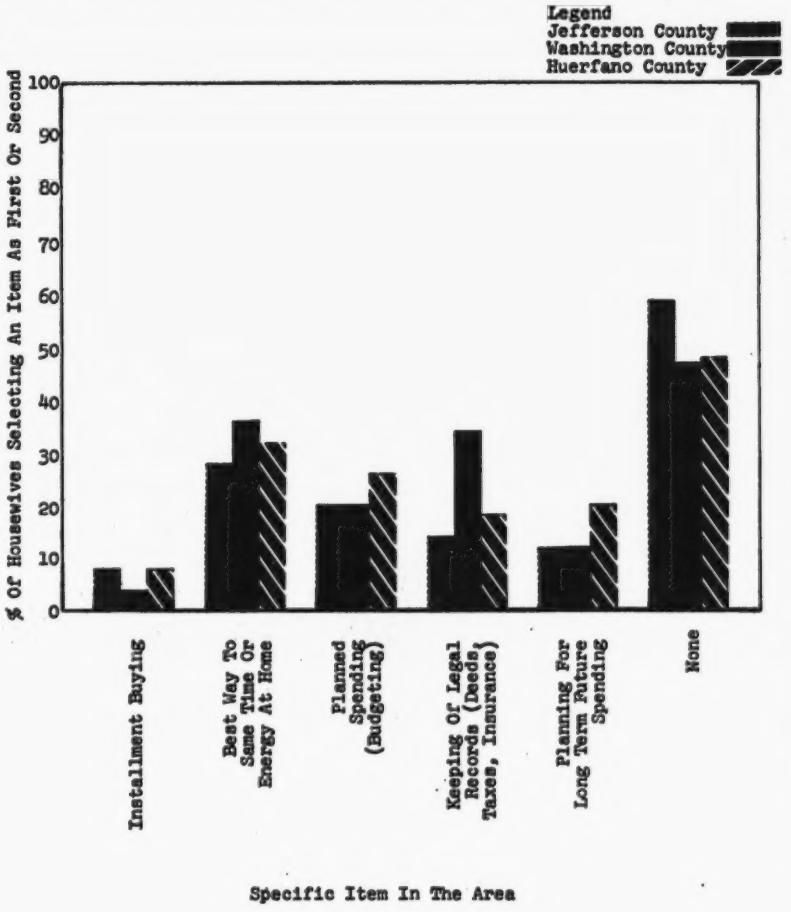


Figure 8A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF BUSINESS MANAGEMENT IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

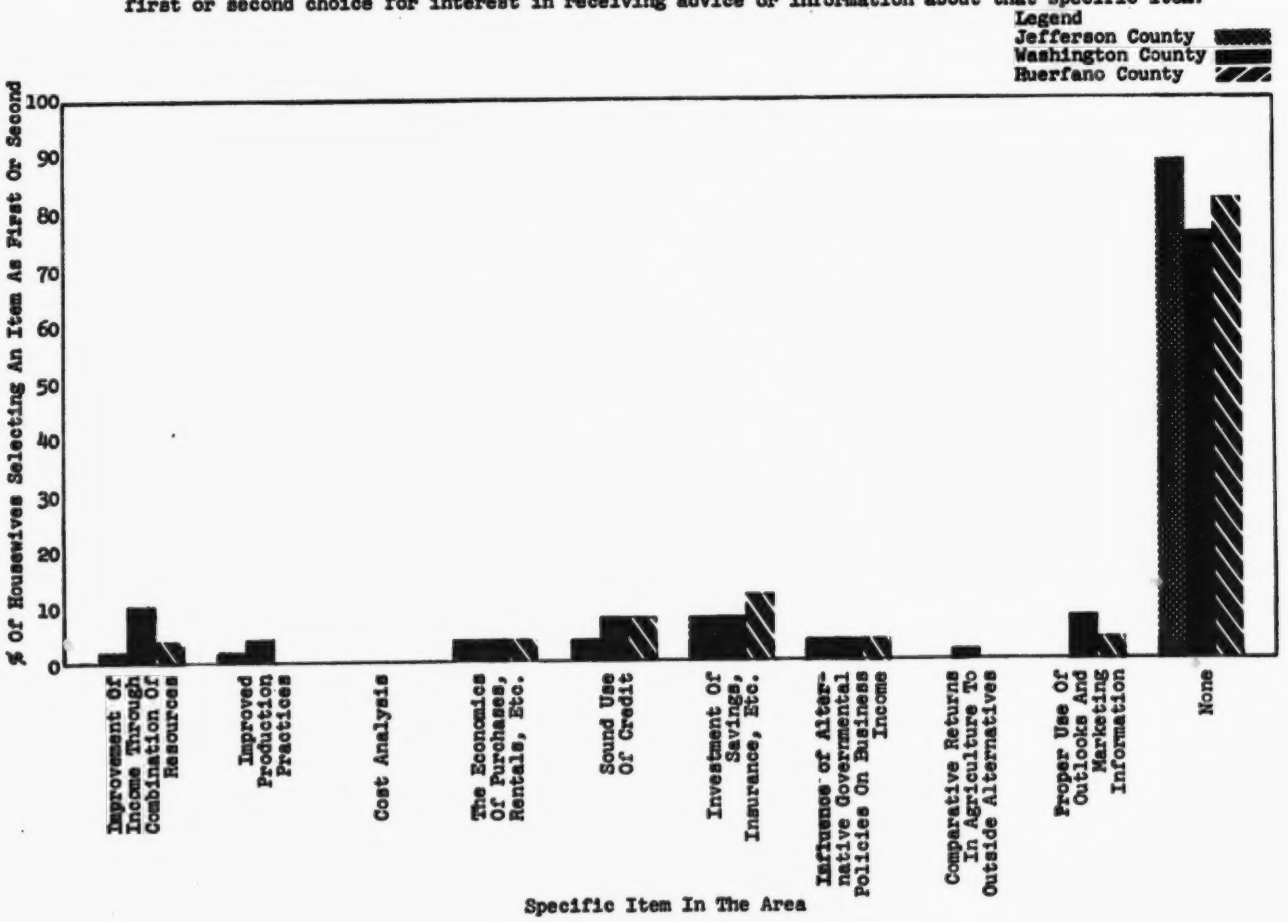


Figure 9A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF OLDER PEOPLE IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTY, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

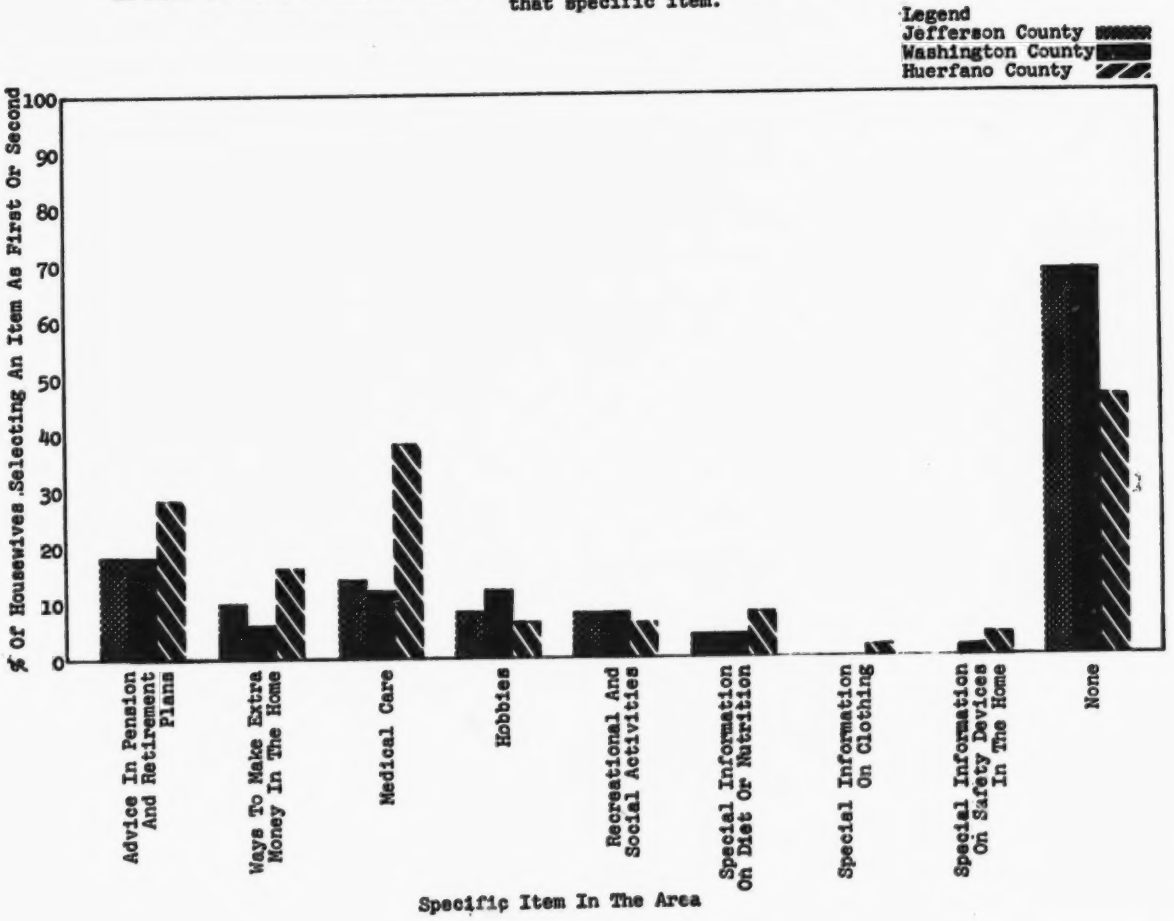


Figure 10A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF TEENAGERS IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

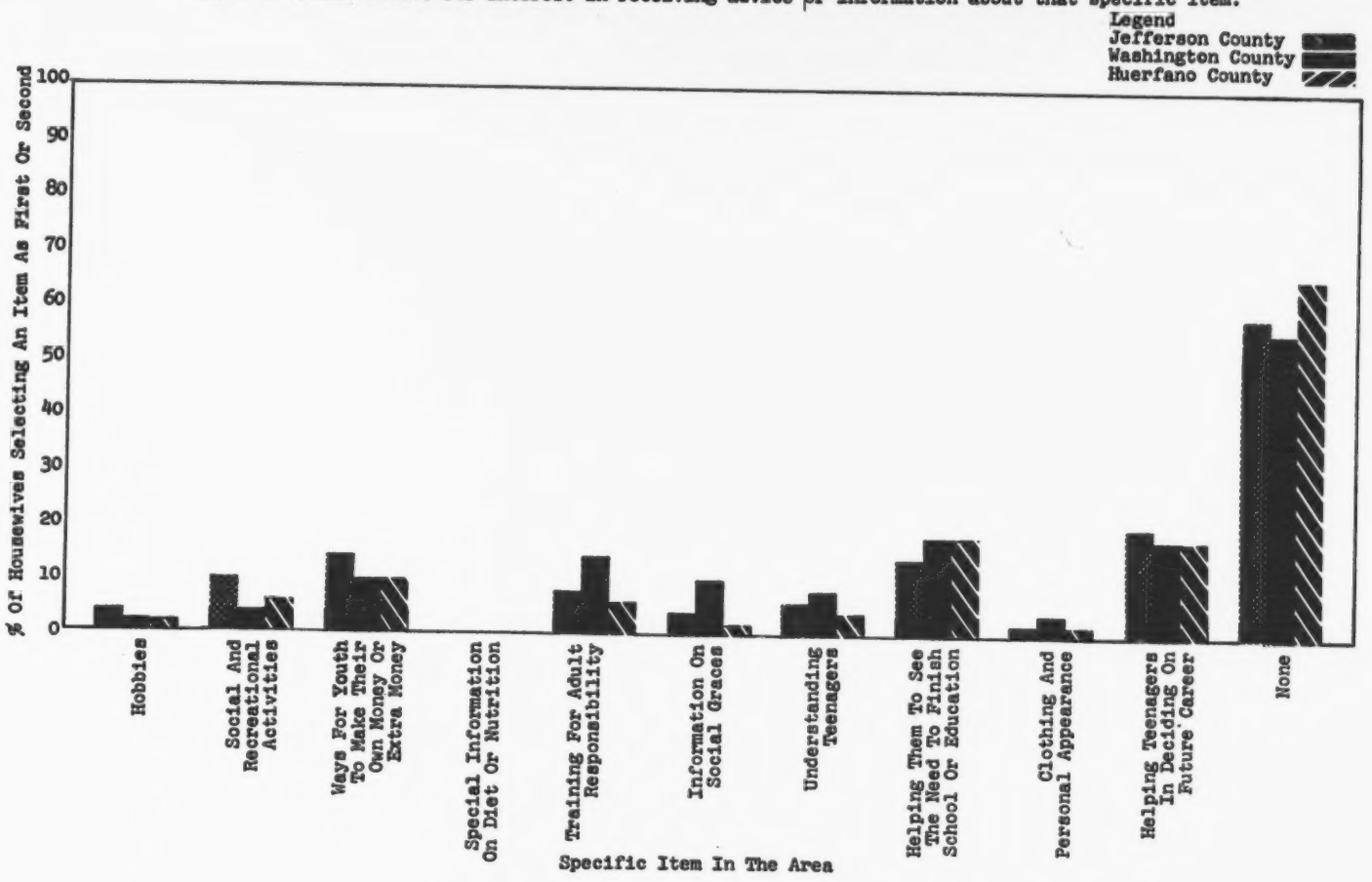


Figure 11A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF DESIRES AND WANTS FOR YOUR CHILDREN IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.

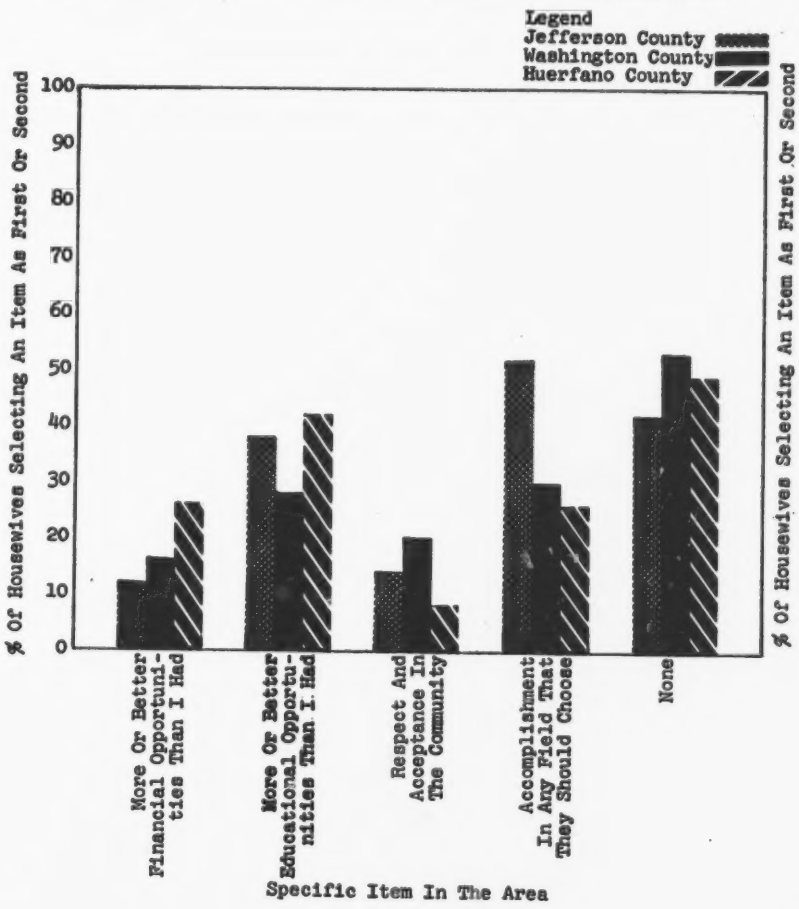
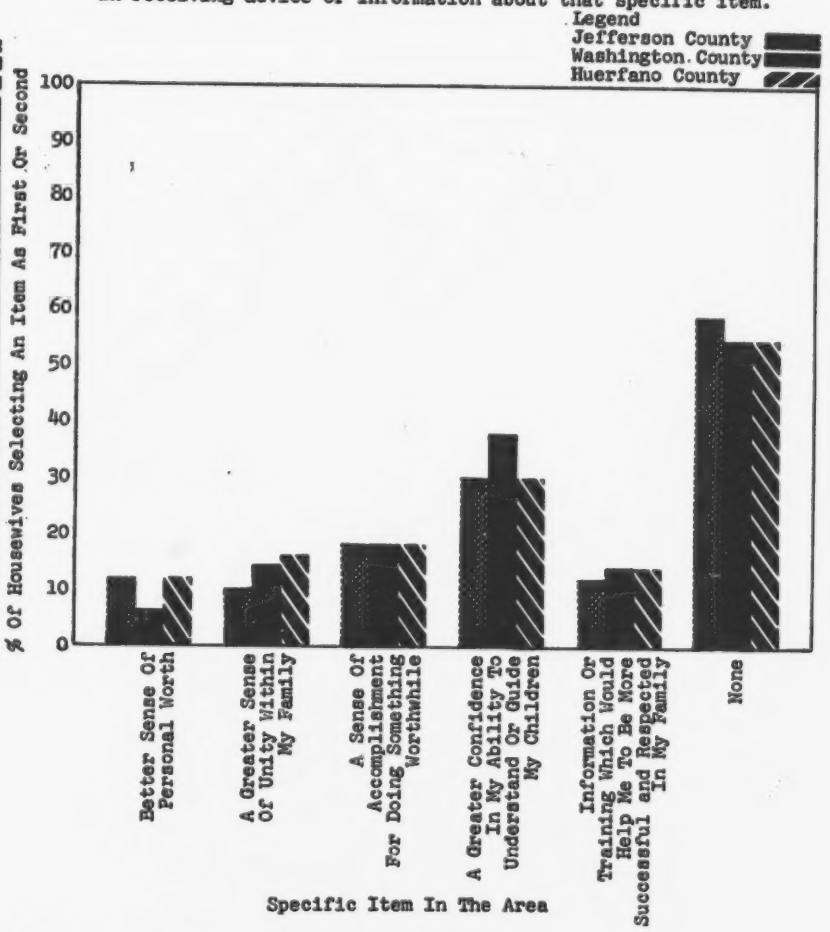


Figure 12A

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF BETTER LIFE FOR YOURSELF AND YOUR FAMILY IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as first or second choice for interest in receiving advice or information about that specific item.



COMMUNITY NEEDS

Figure B

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF ECONOMIC ACTIVITIES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.

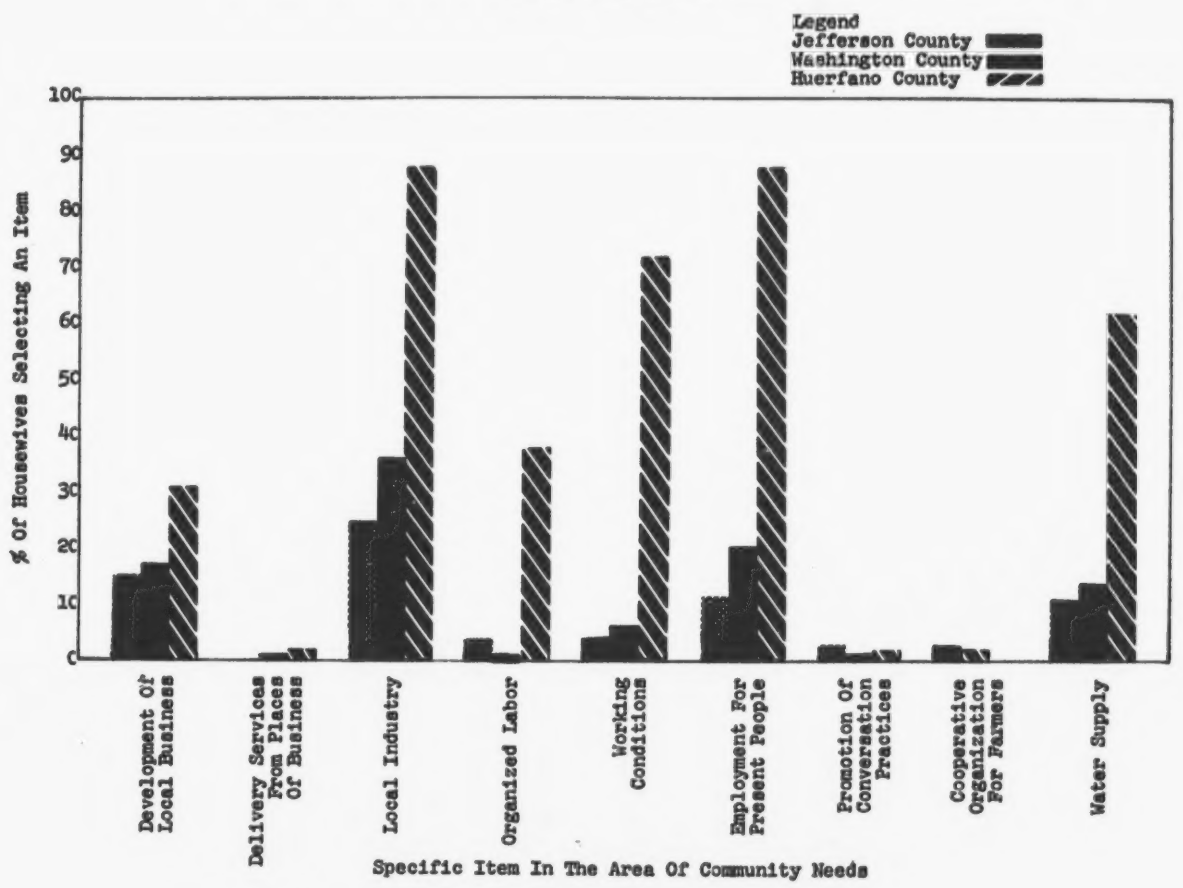


Figure B1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF ECONOMIC ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

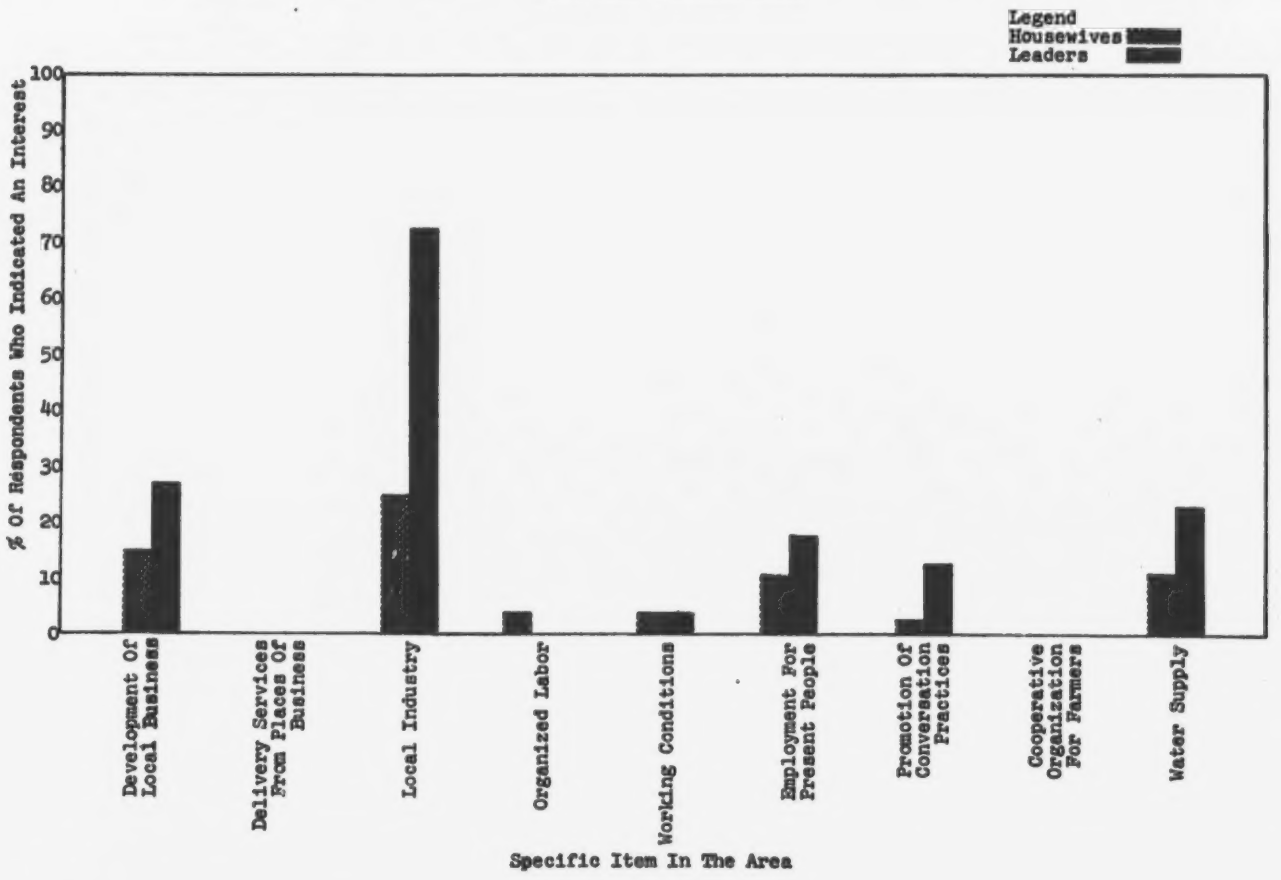


Figure B2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF ECONOMIC ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

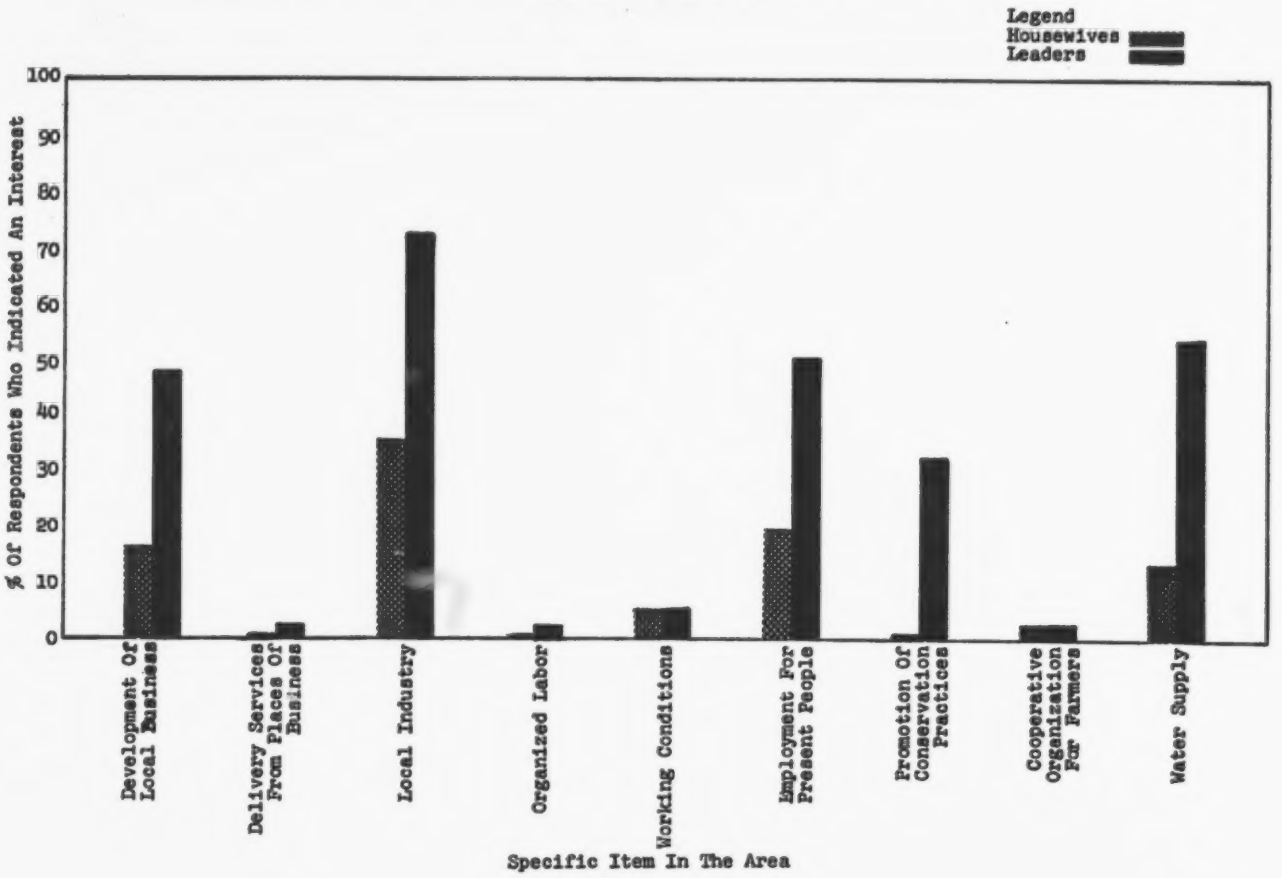


Figure B3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF ECONOMIC ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

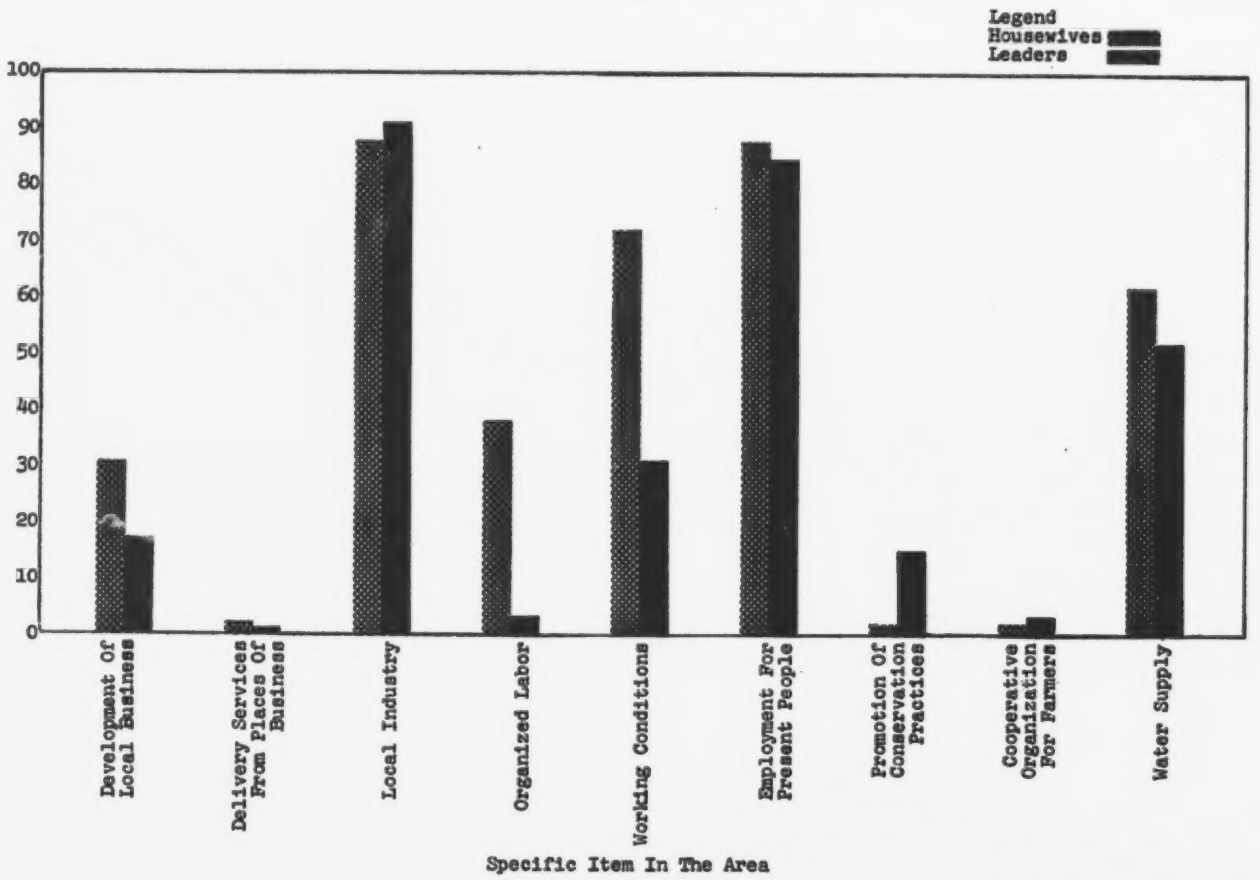
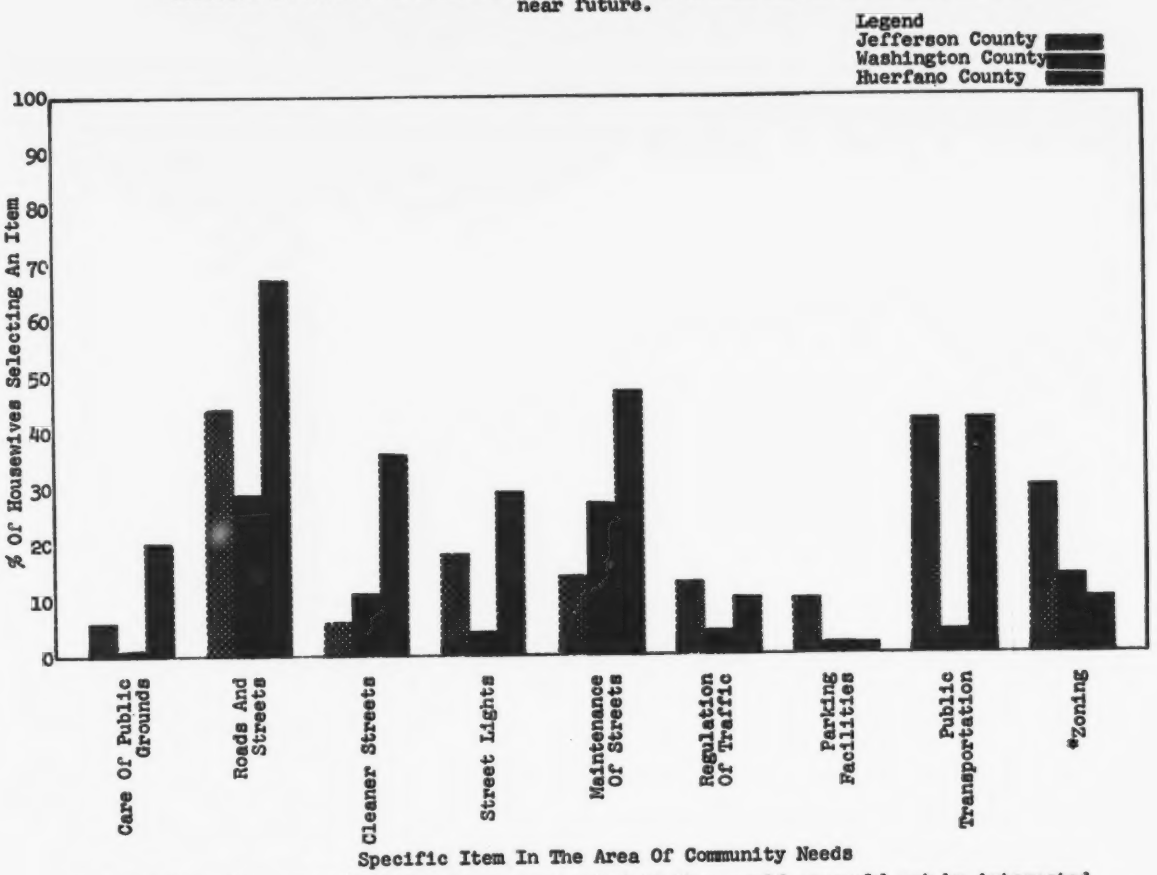


Figure C

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (STREETS AND PUBLIC GROUNDS) IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.



* For information on Zoning housewives were asked if they would or would not be interested in receiving specific kinds of information dealing with such an area.

Figure C1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (STREETS AND PUBLIC GROUNDS) AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

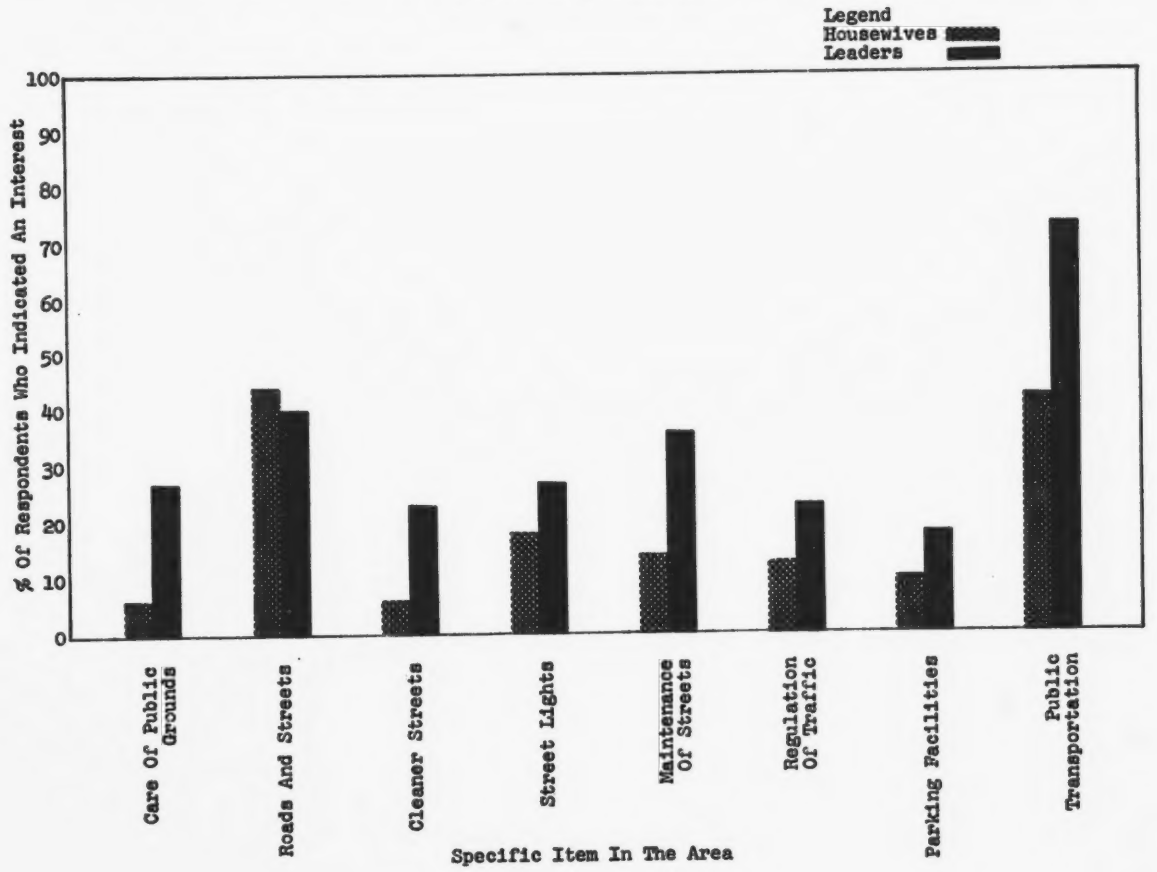


Figure C2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (STREETS AND PUBLIC GROUNDS) AS EXPRESSED BY HOUSEWIVES AND LEADERS IN WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

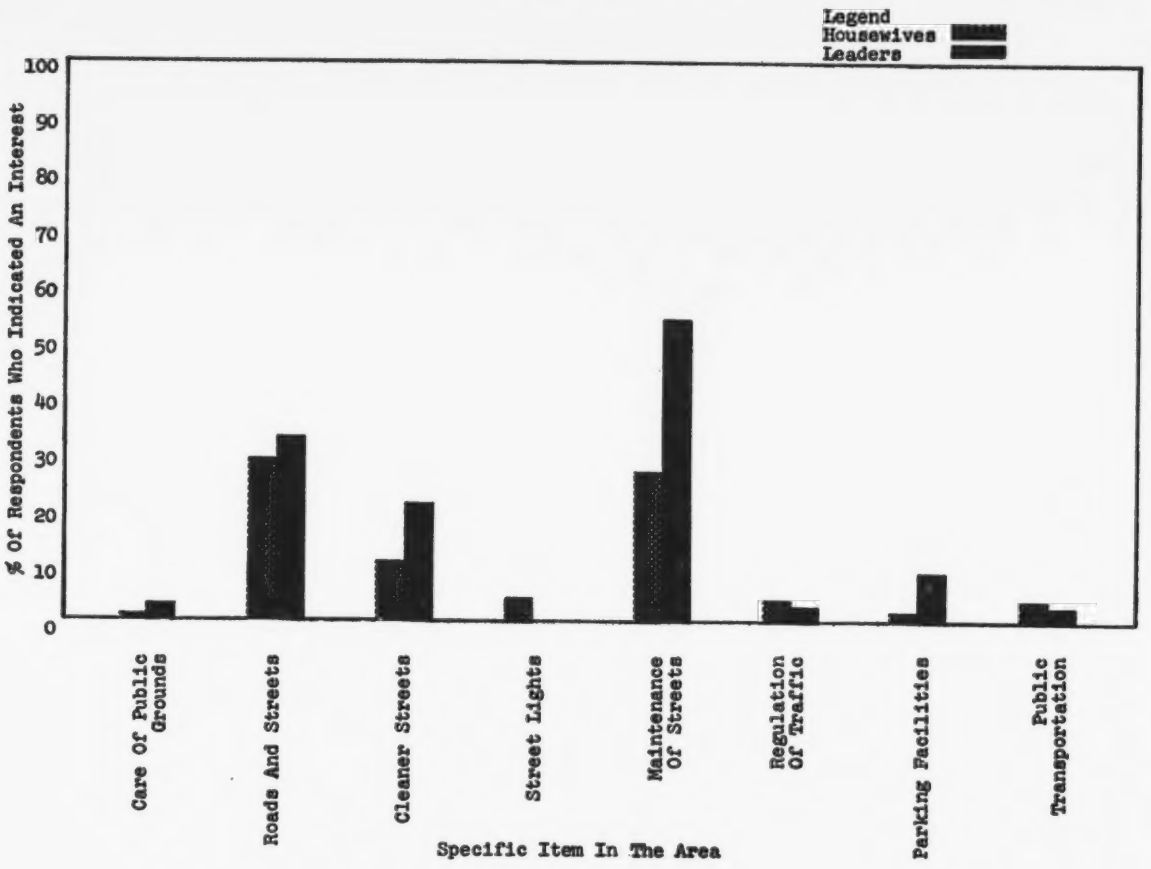


Figure C3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (STREETS AND PUBLIC GROUNDS) AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percnetages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

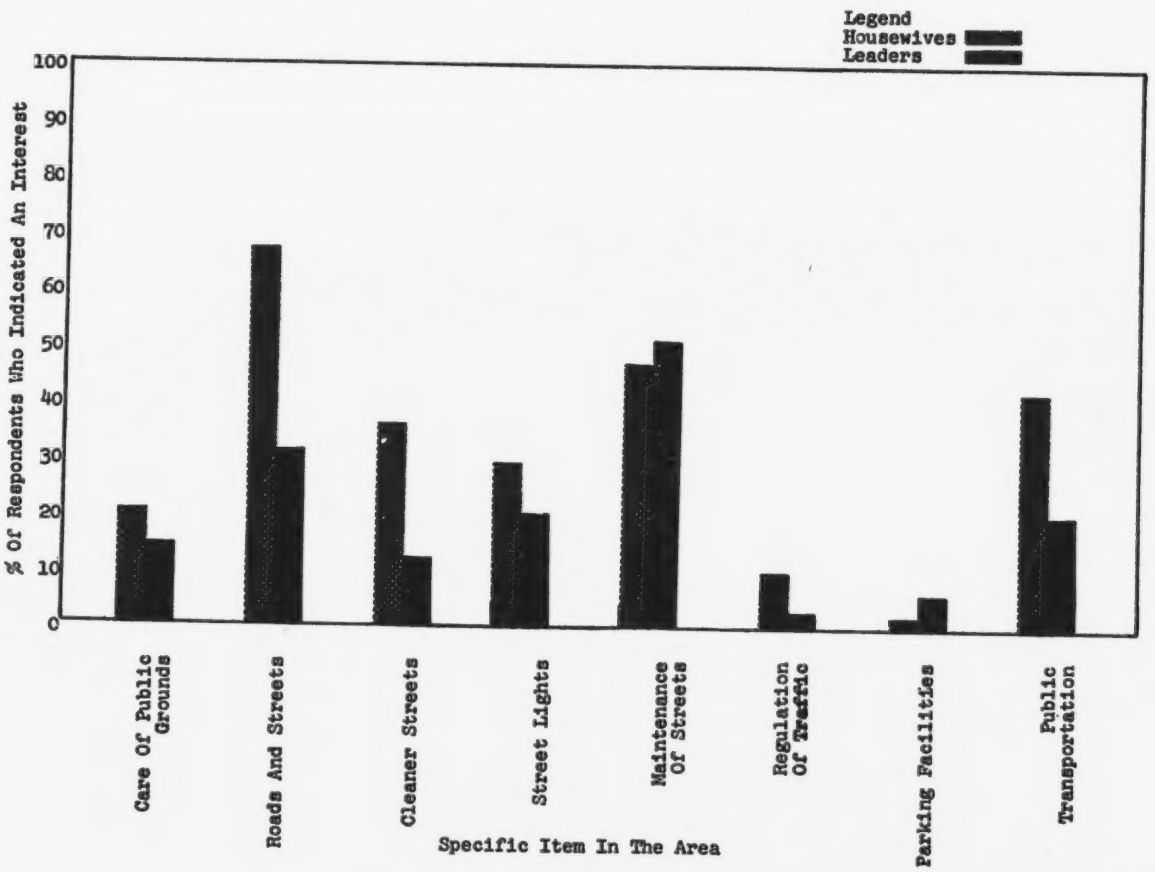


Figure D

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (GOVERNMENT, POLICE, ETC.) IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.

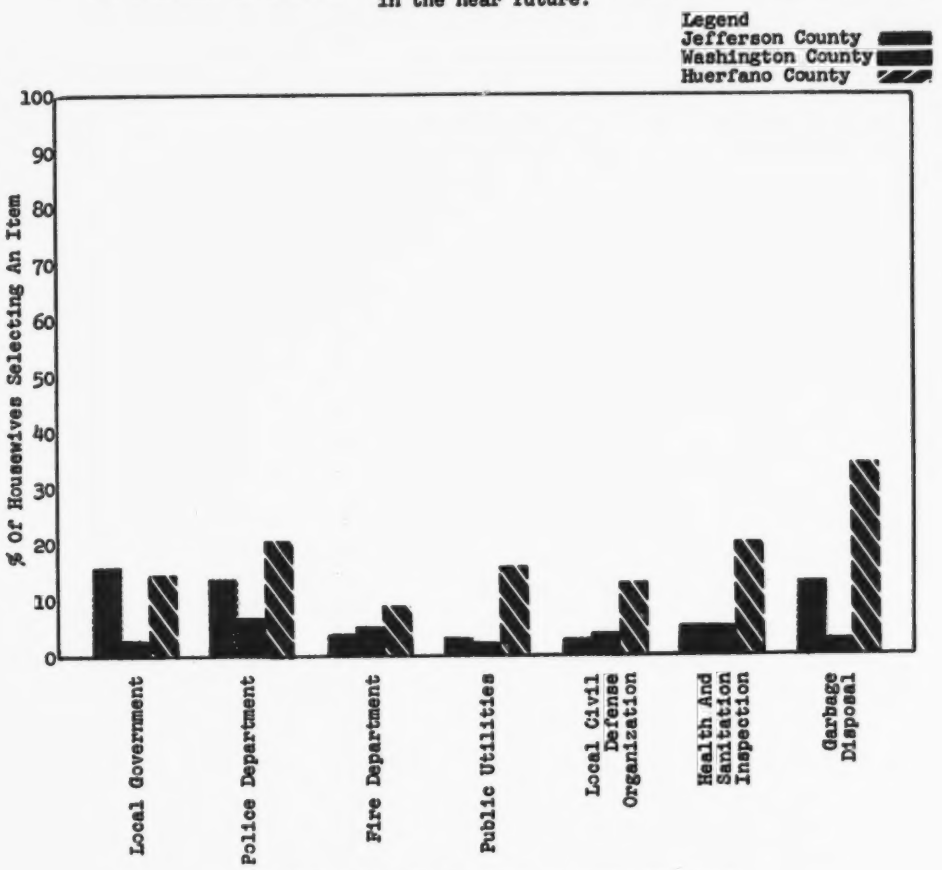


Figure D1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (GOVERNMENT, POLICE, ETC.) AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

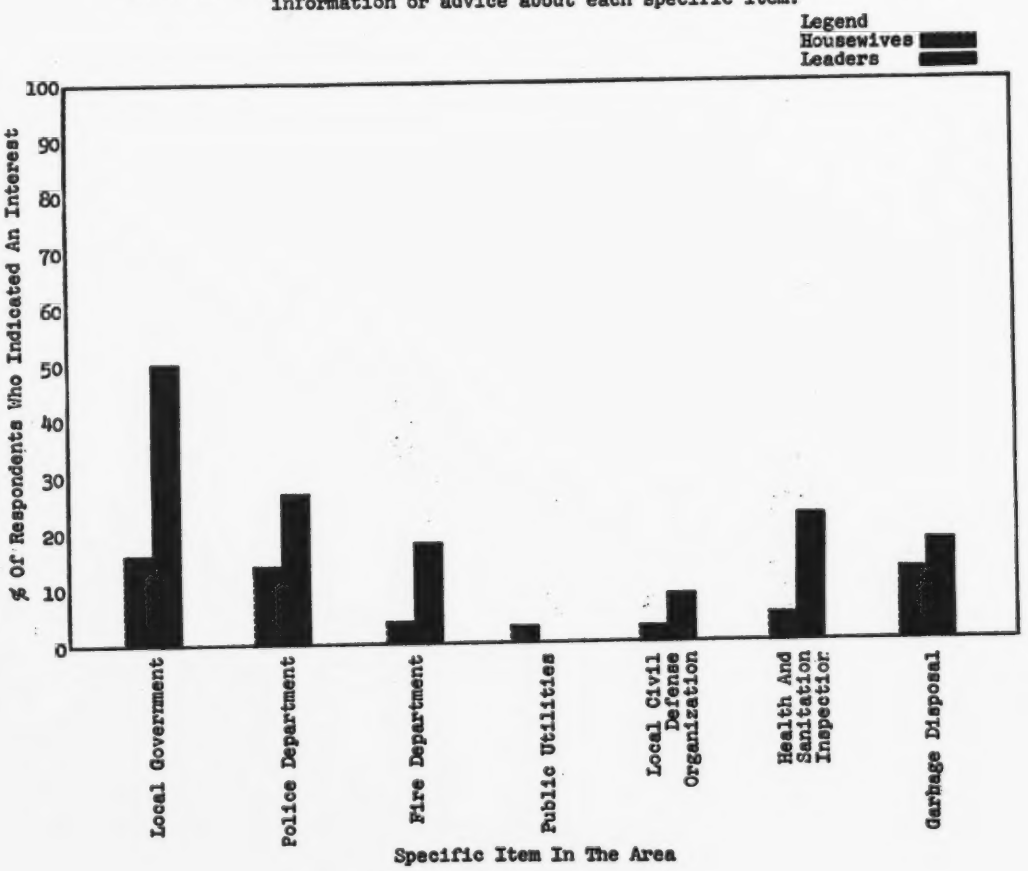


Figure D2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (GOVERNMENT, POLICE, ETC.) AS EXPRESSED BY HOUSEWIVES AND LEADERS IN WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

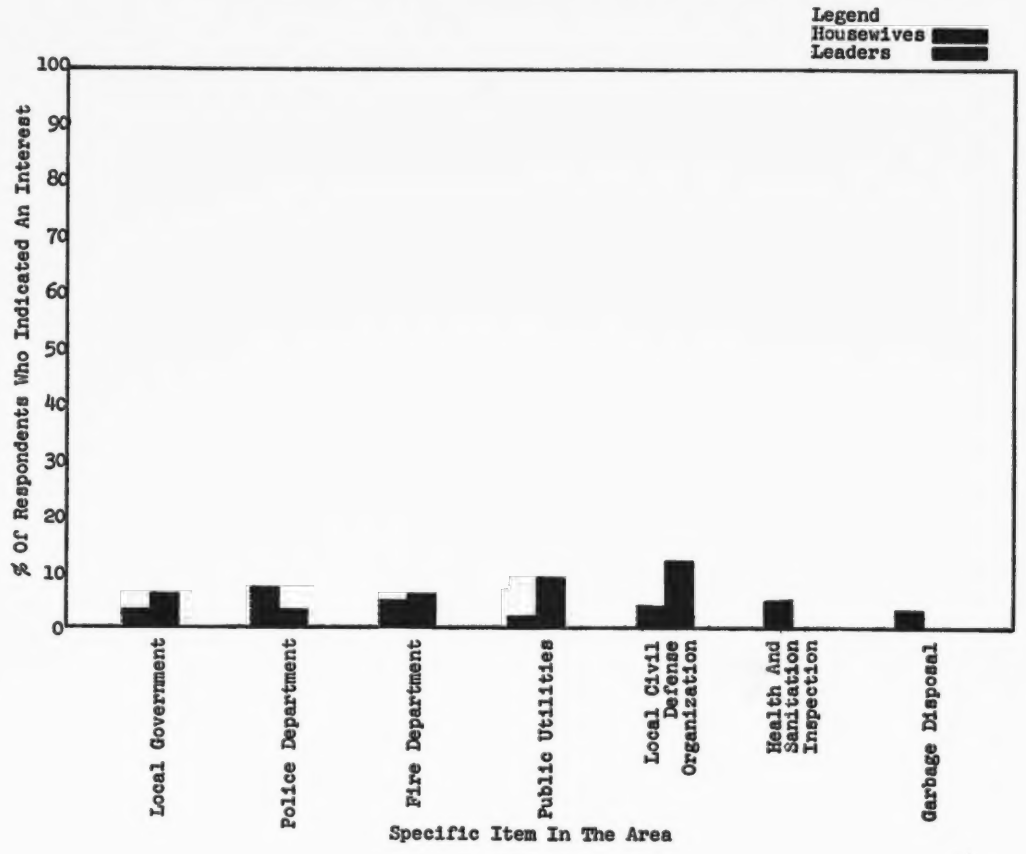


Figure D3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY SERVICES (GOVERNMENT, POLICE, ETC.) AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

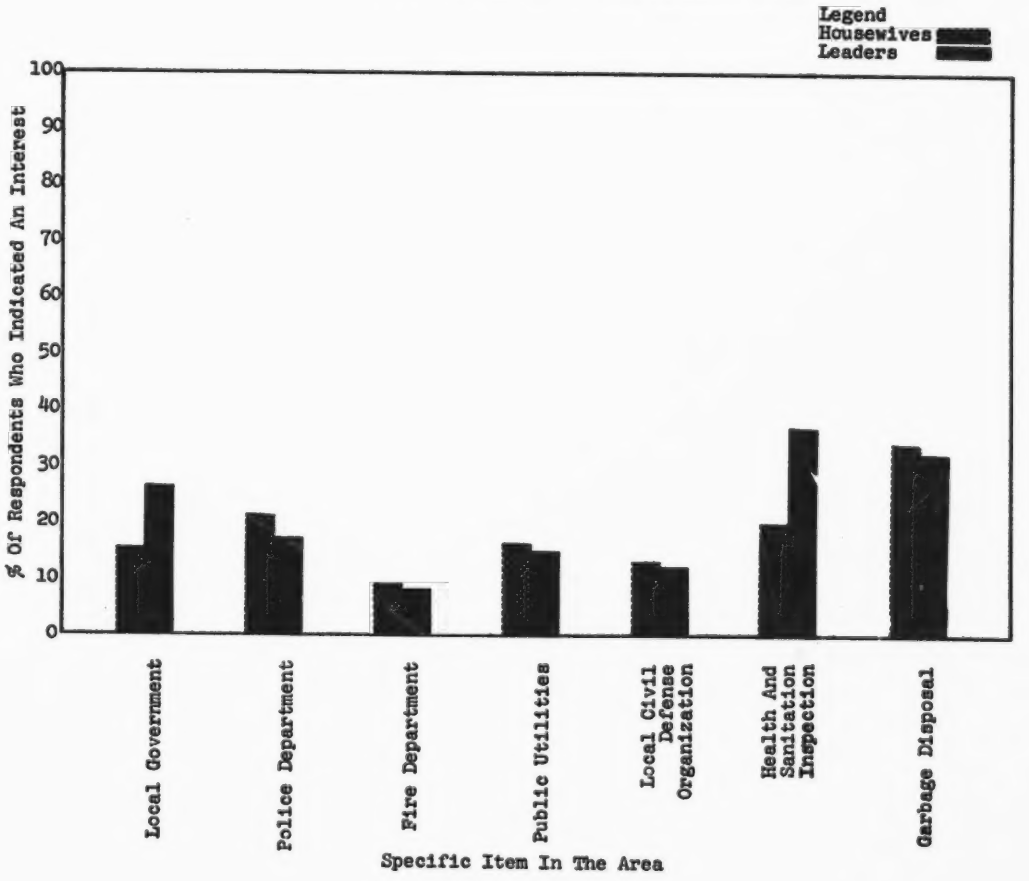


Figure E

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF OTHER COMMUNITY SERVICES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.

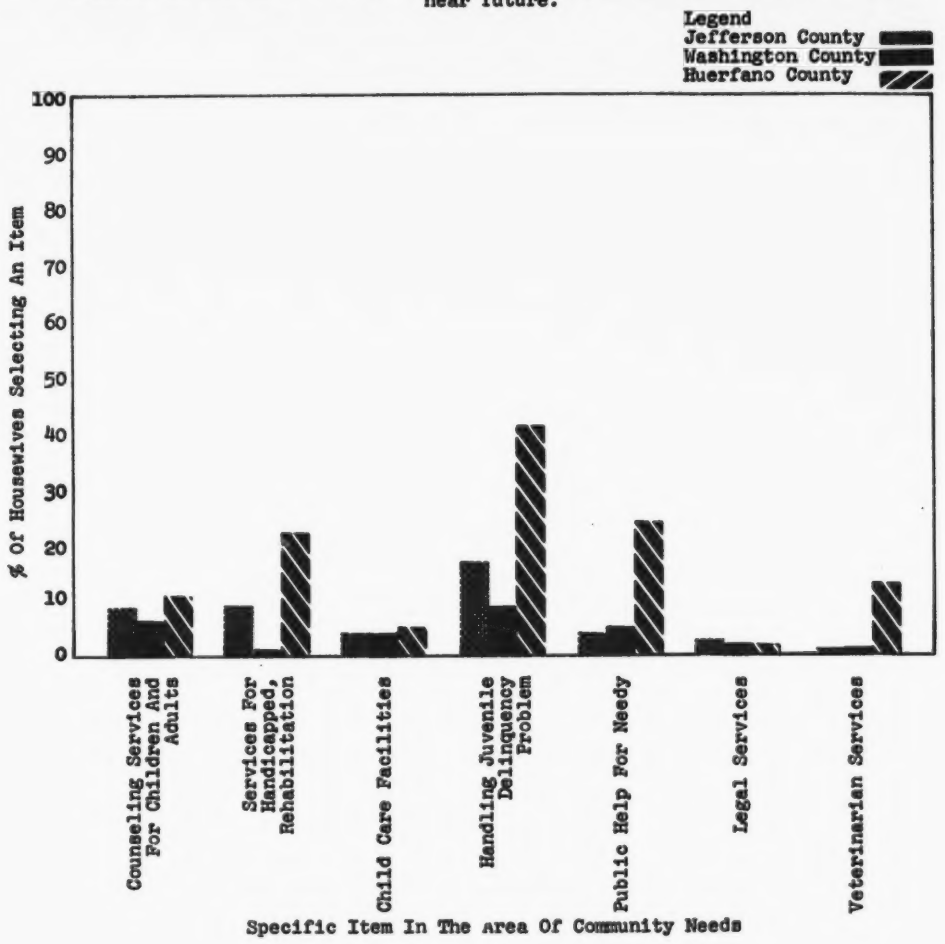


Figure E1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF OTHER COMMUNITY SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

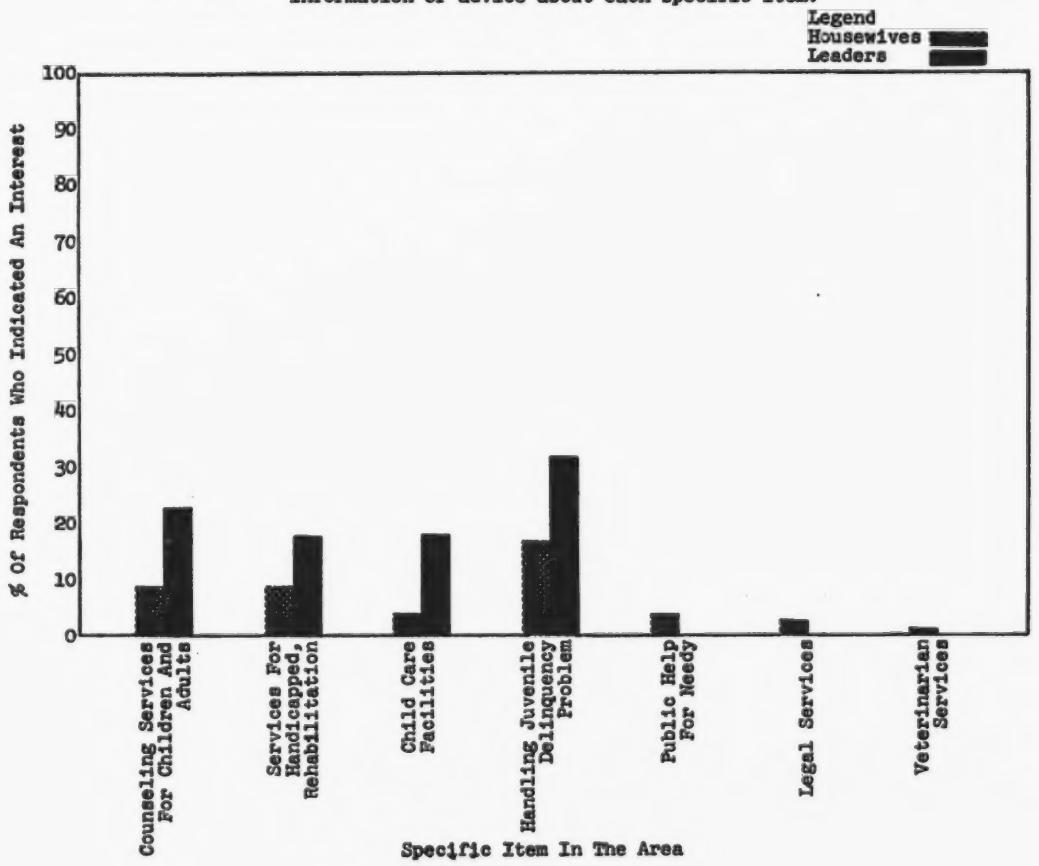


Figure E2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF OTHER COMMUNITY SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

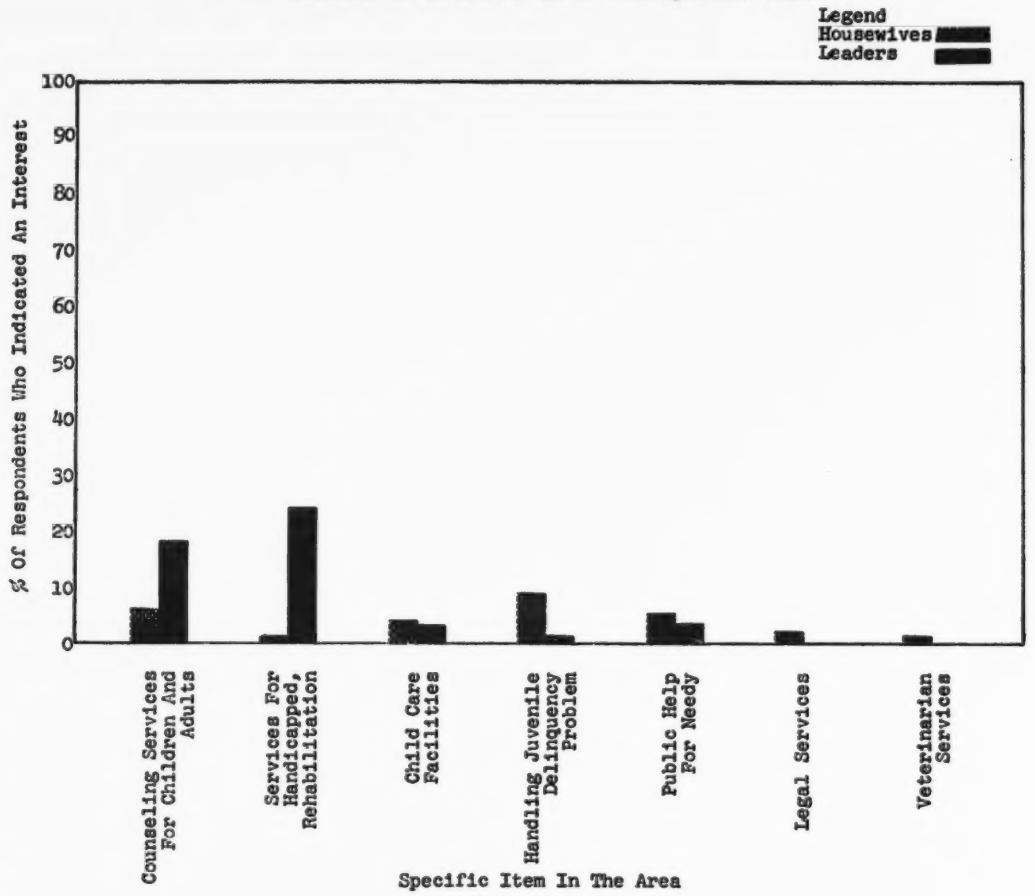


Figure E3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF OTHER COMMUNITY SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

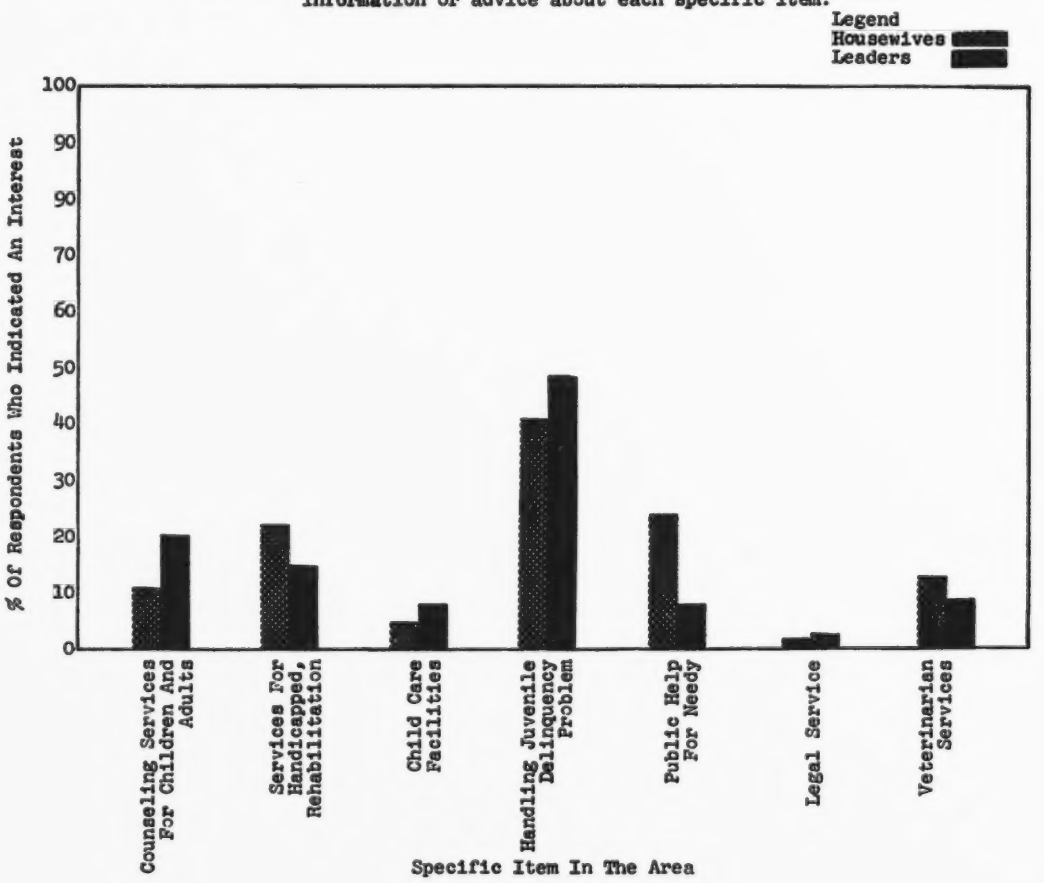


Figure F

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF HEALTH SERVICES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.

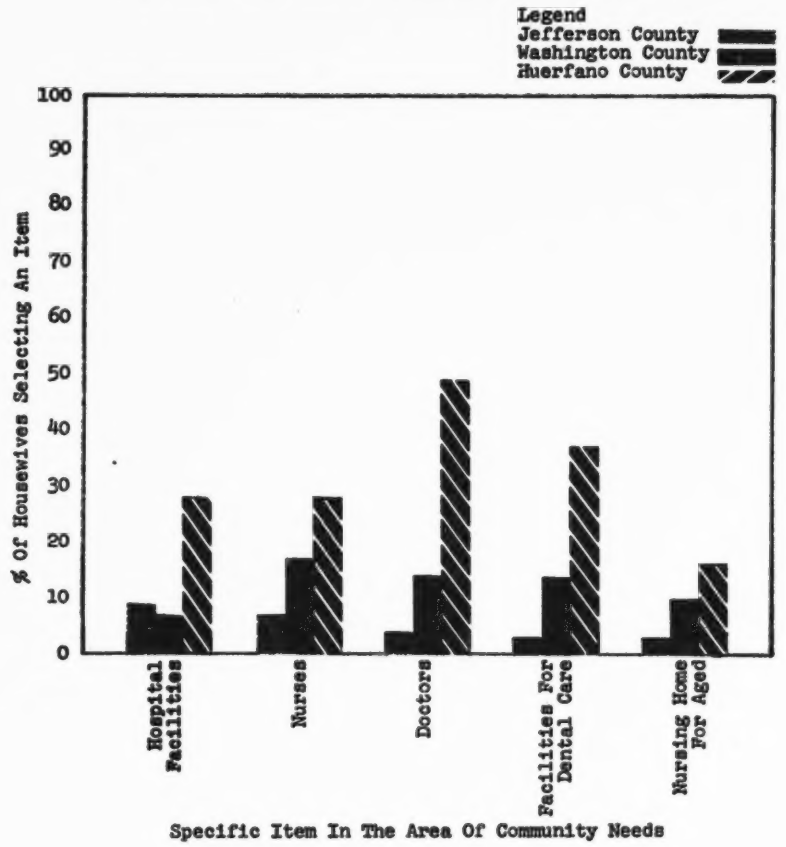


Figure F1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF HEALTH SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

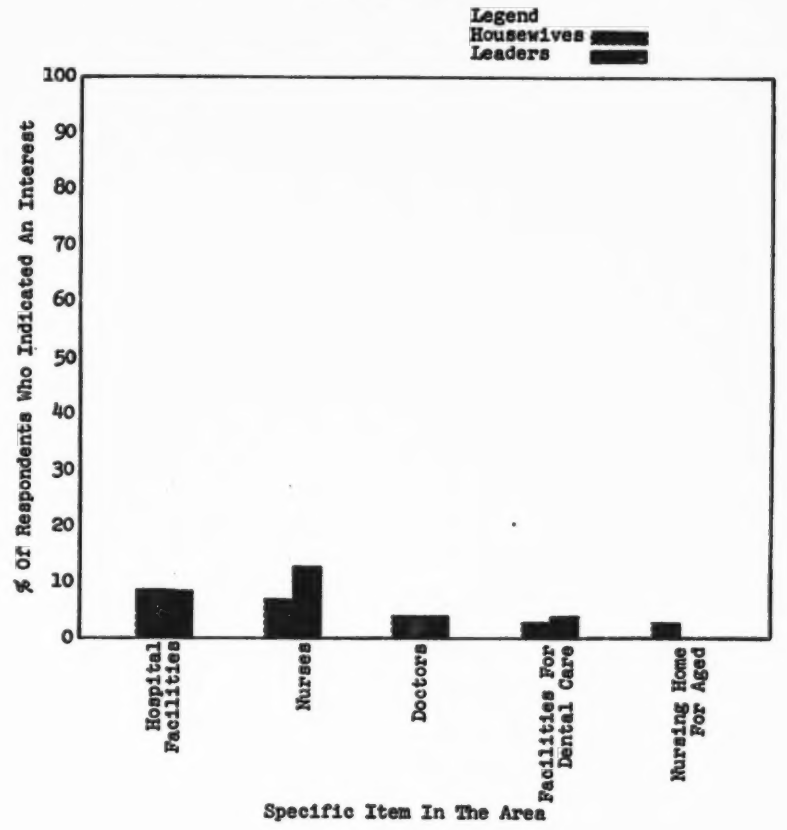


Figure F2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF HEALTH SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

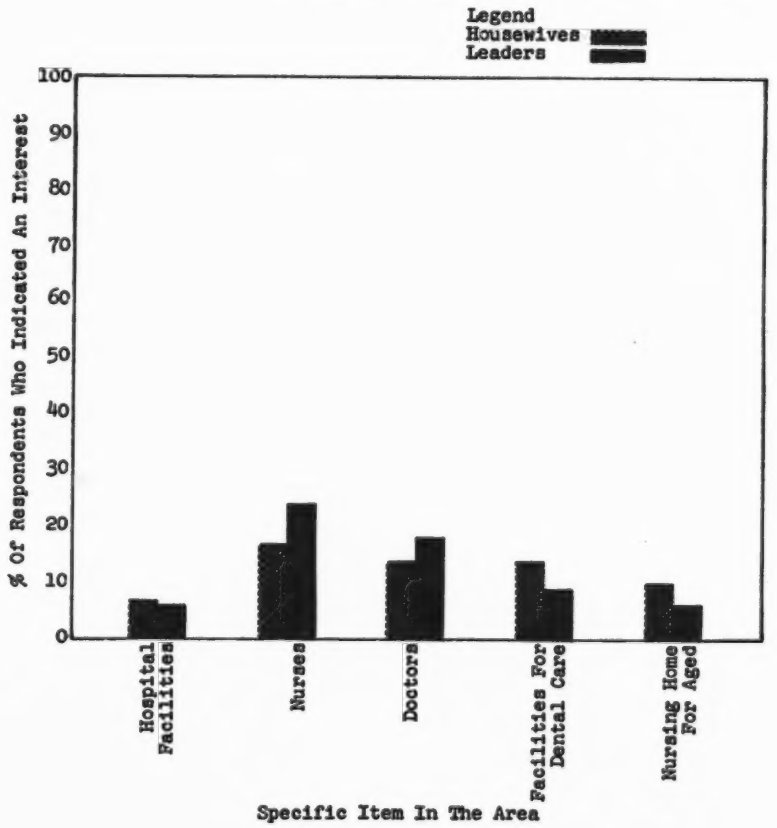


Figure F3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF HEALTH SERVICES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (Leaders) information or advice about each specific item.

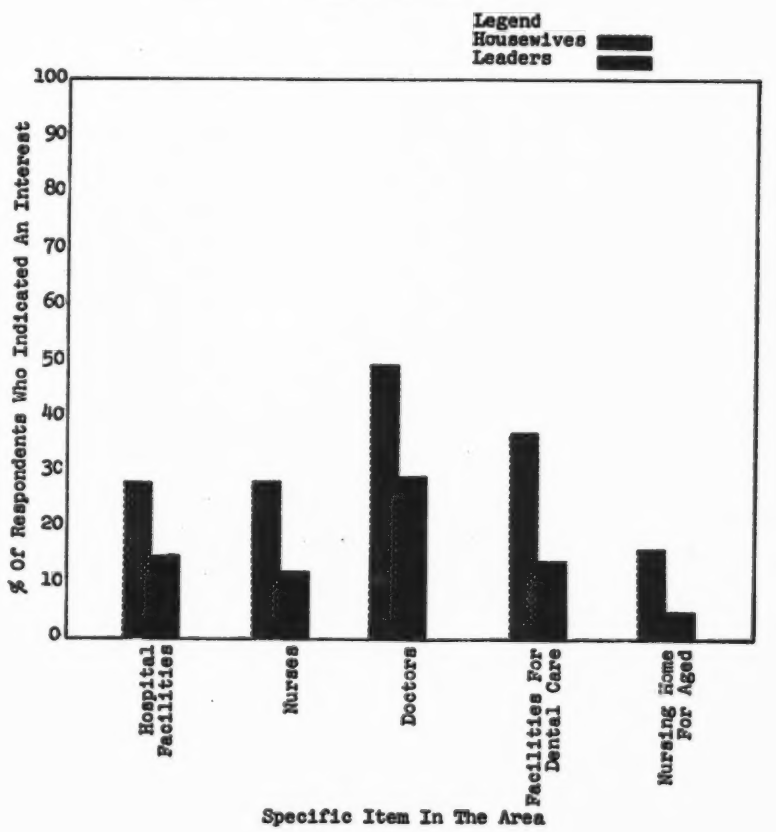


Figure G

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF RECREATIONAL FACILITIES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.

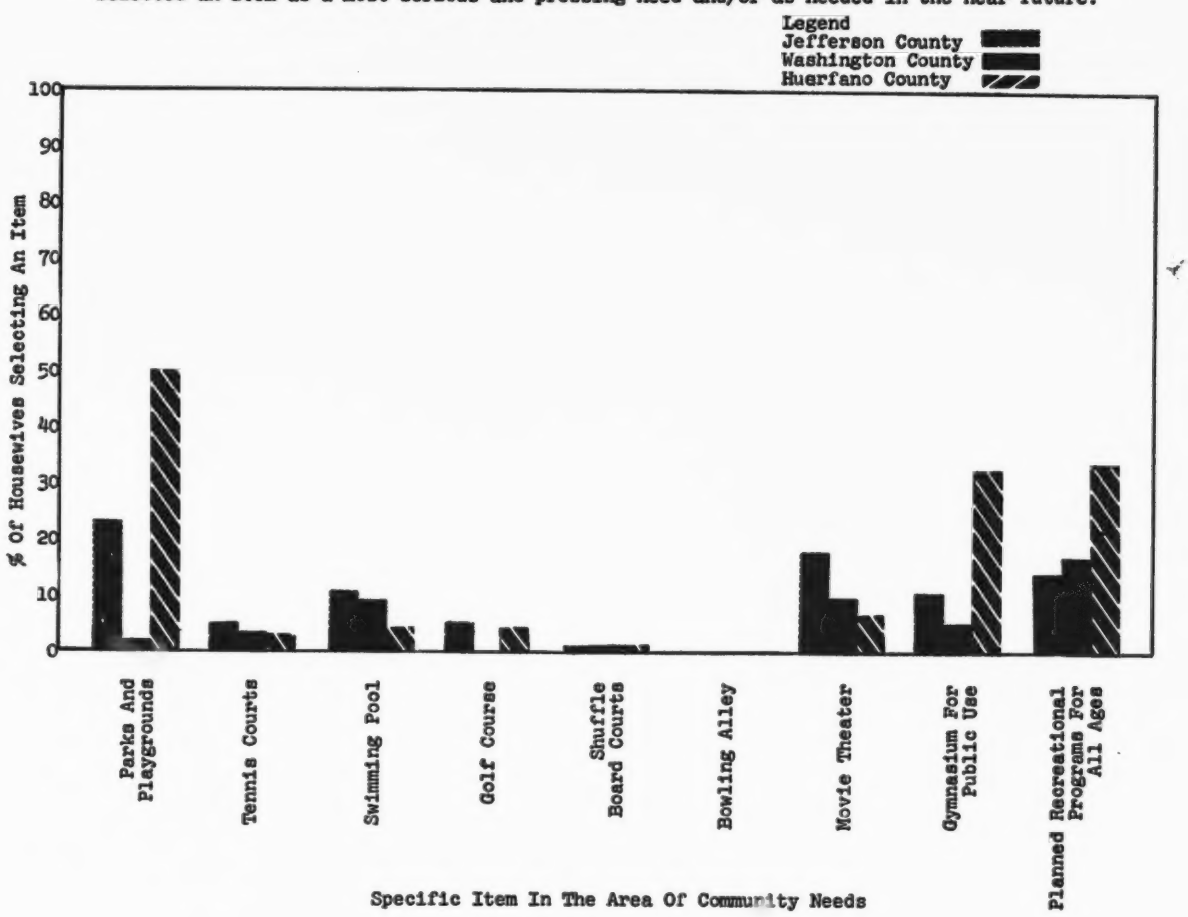


Figure G1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF RECREATIONAL FACILITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

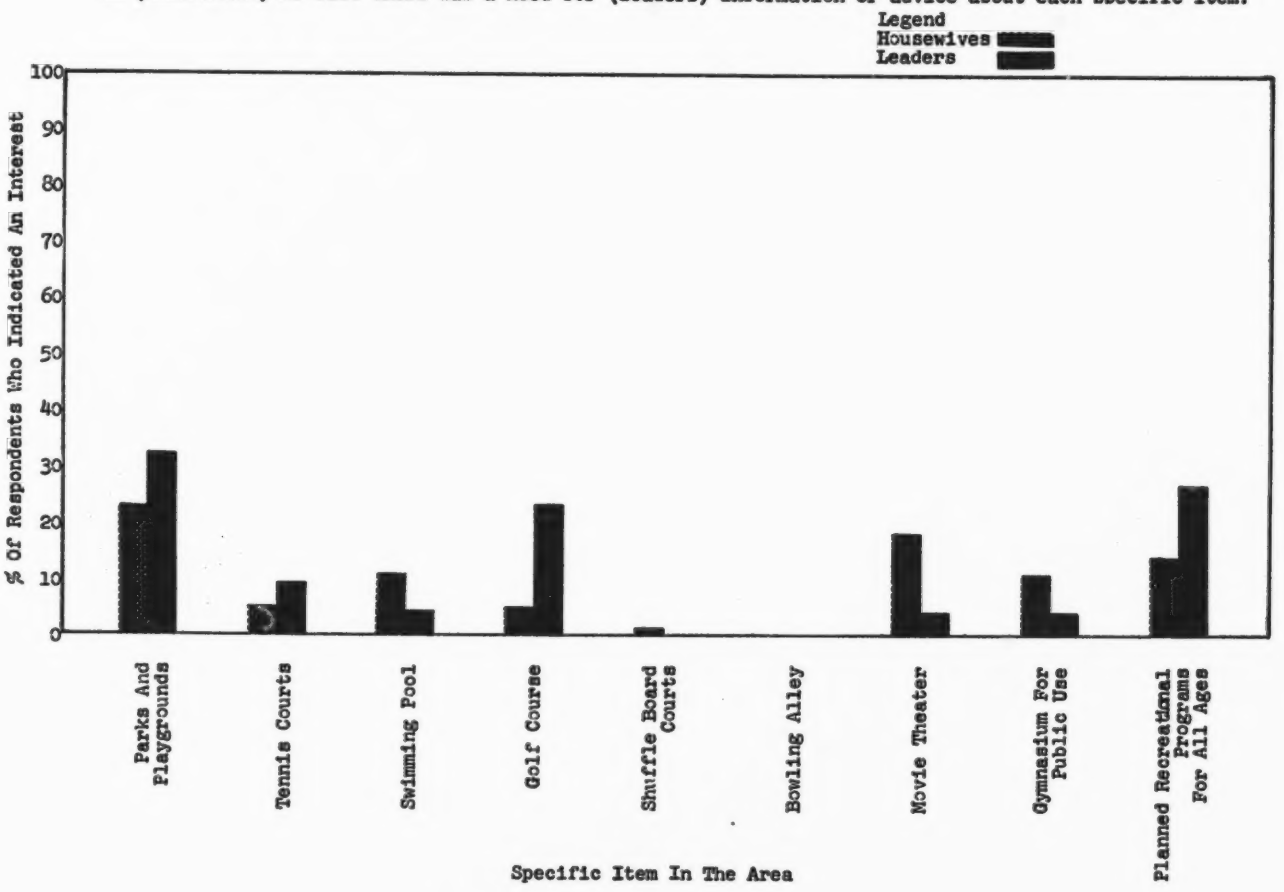


Figure 02

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF RECREATIONAL FACILITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

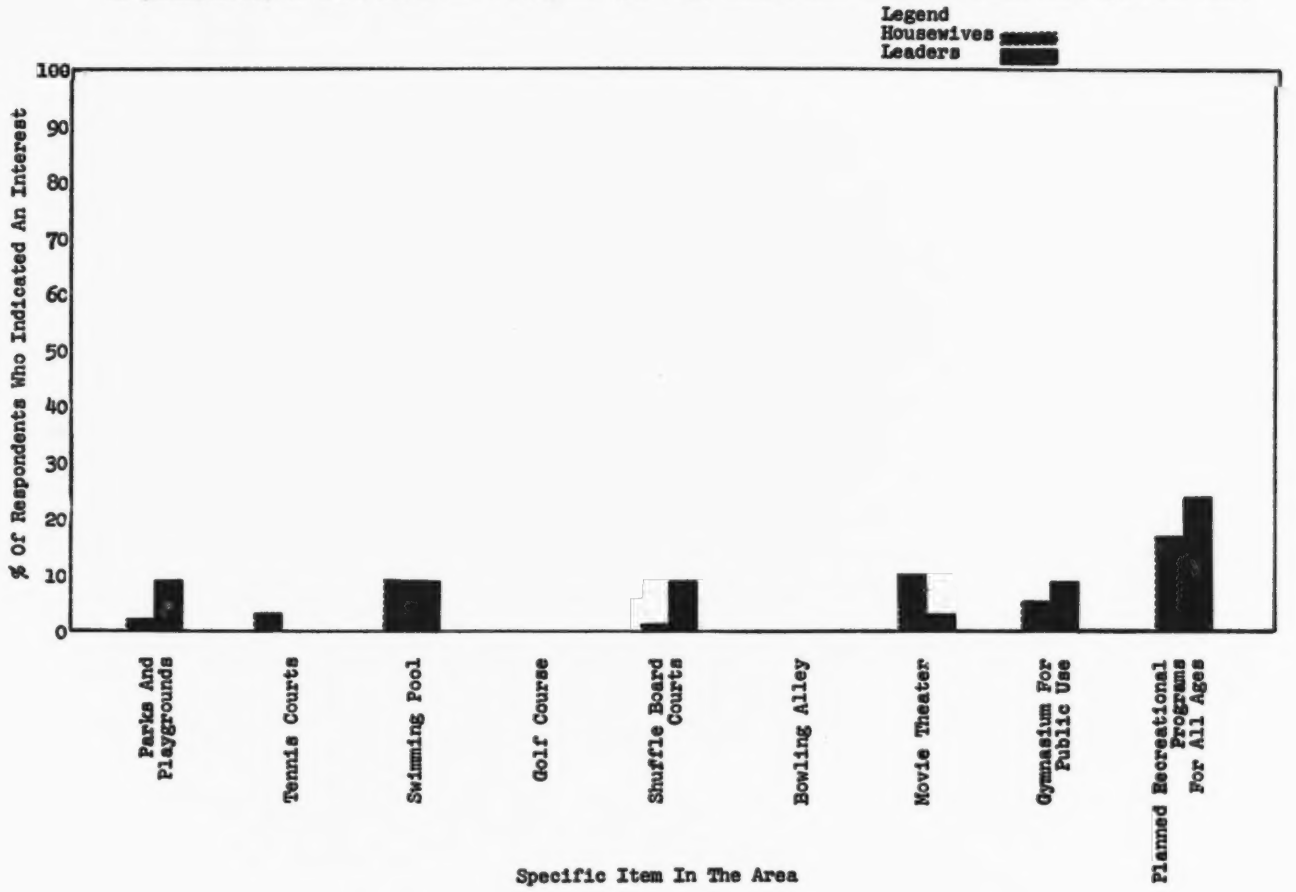


Figure 03

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF RECREATIONAL FACILITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

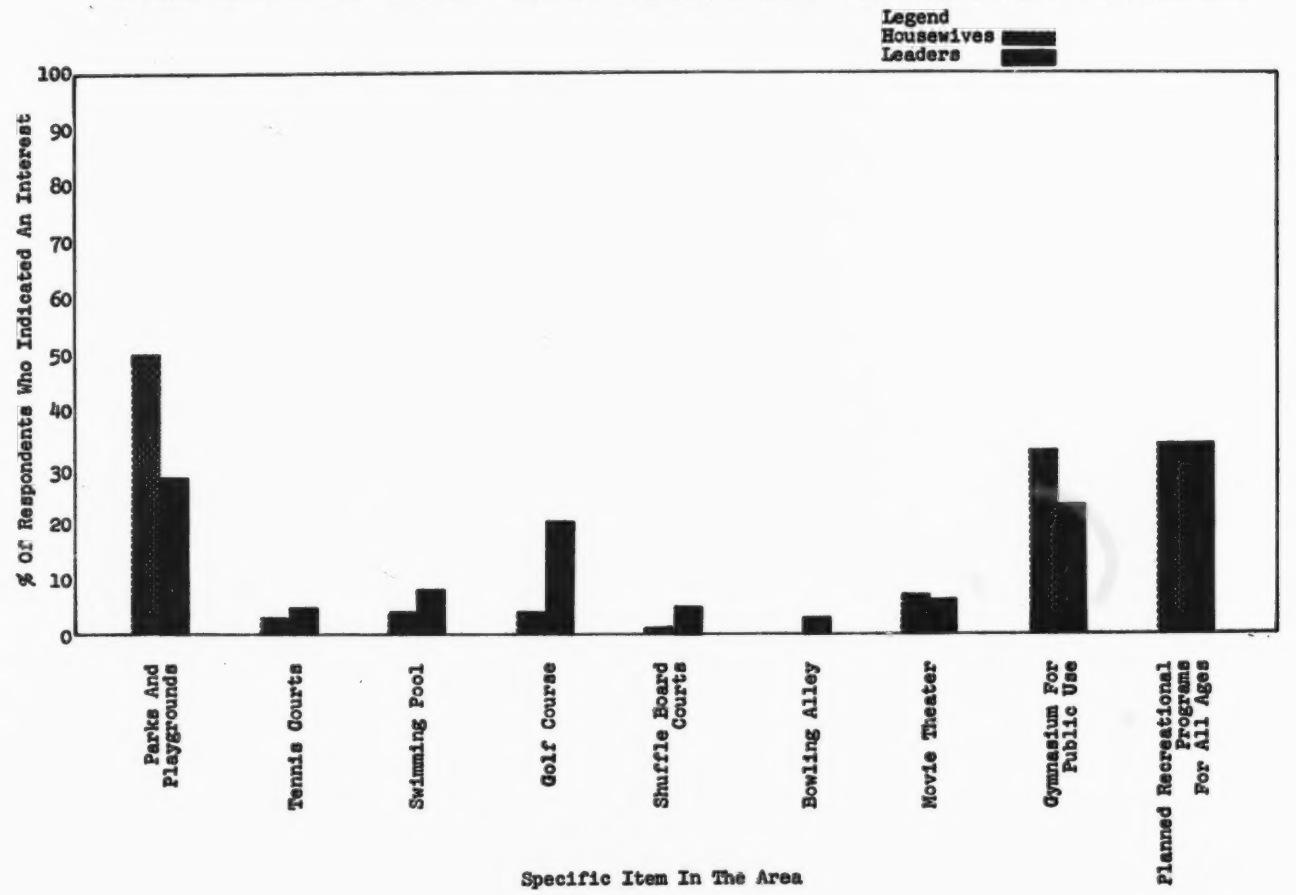
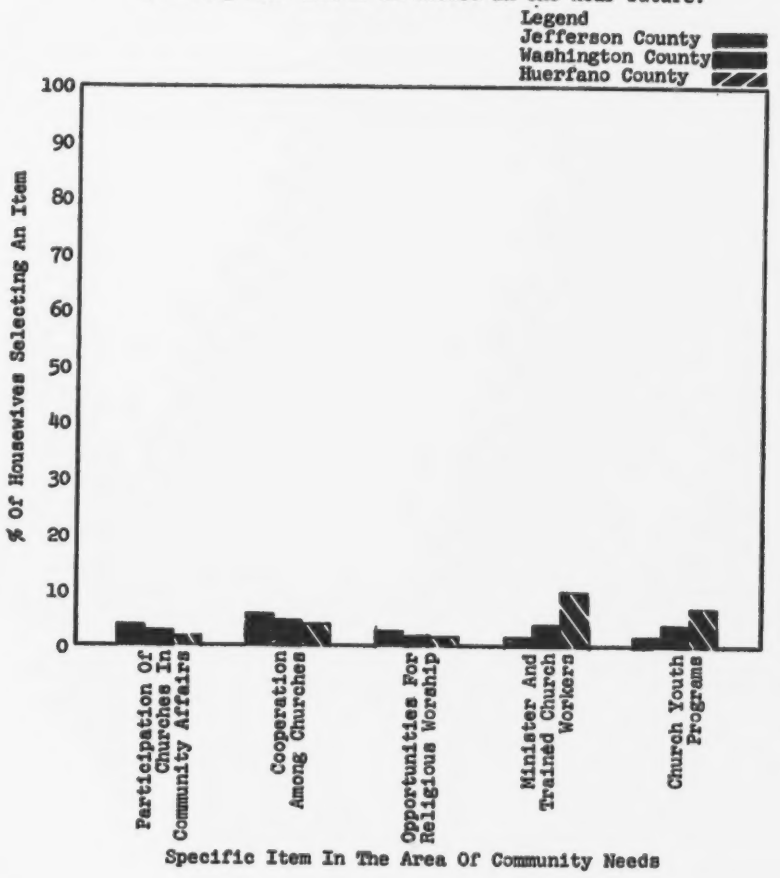


Figure H

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF CHURCH RELATED ACTIVITIES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.



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A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF CHURCH RELATED ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

The percentages shown represent the proportion of the sample who indicated they would be interested in (housewives) or felt there was a need for (leaders) information or advice about each specific item.

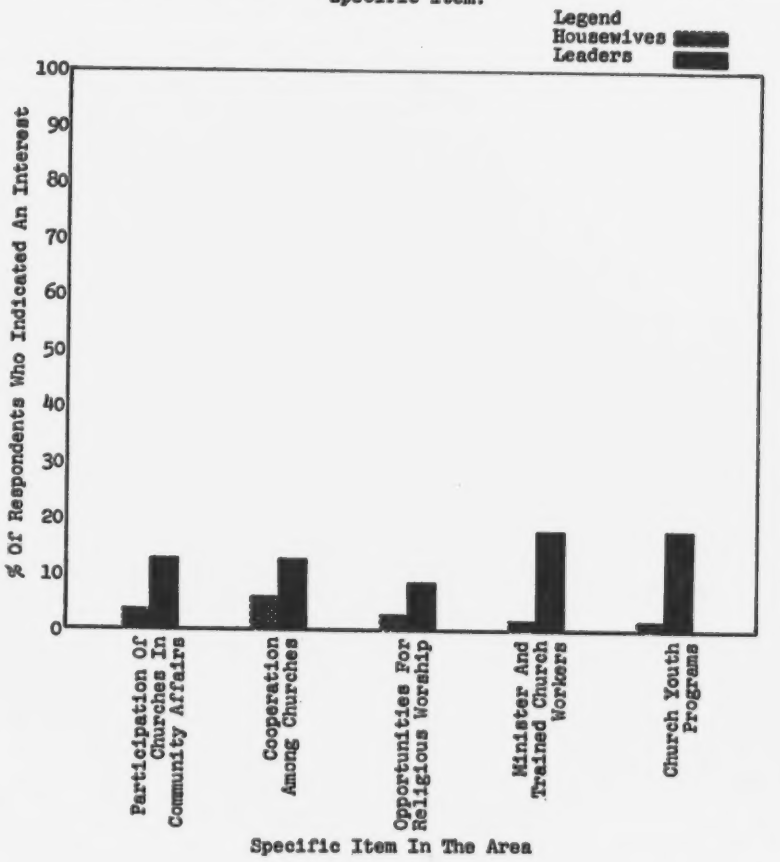

Figure H2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF CHURCH RELATED ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

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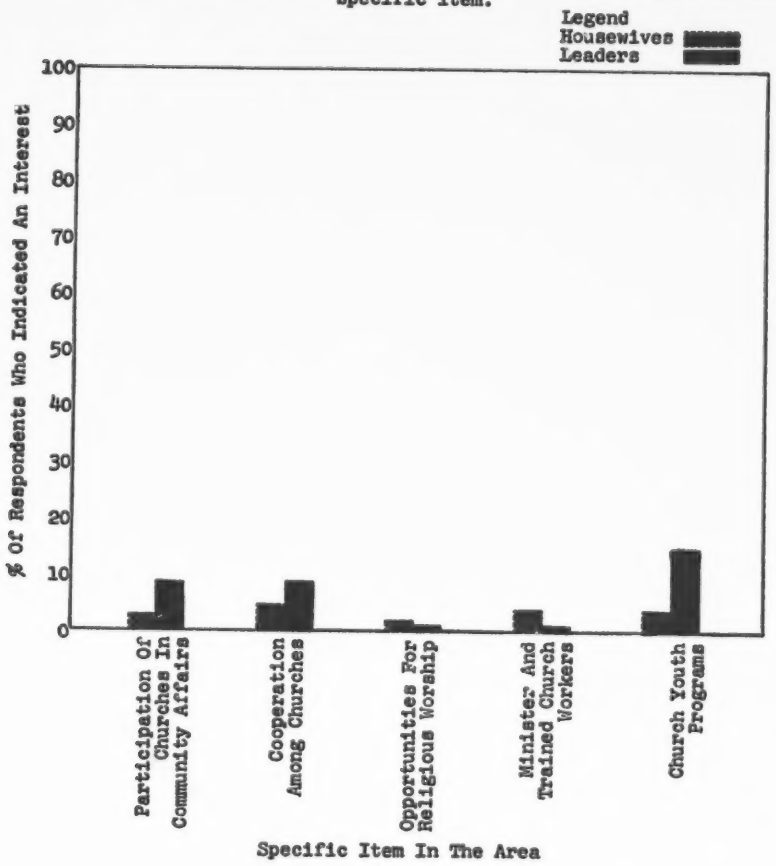

Figure H3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF CHURCH RELATED ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

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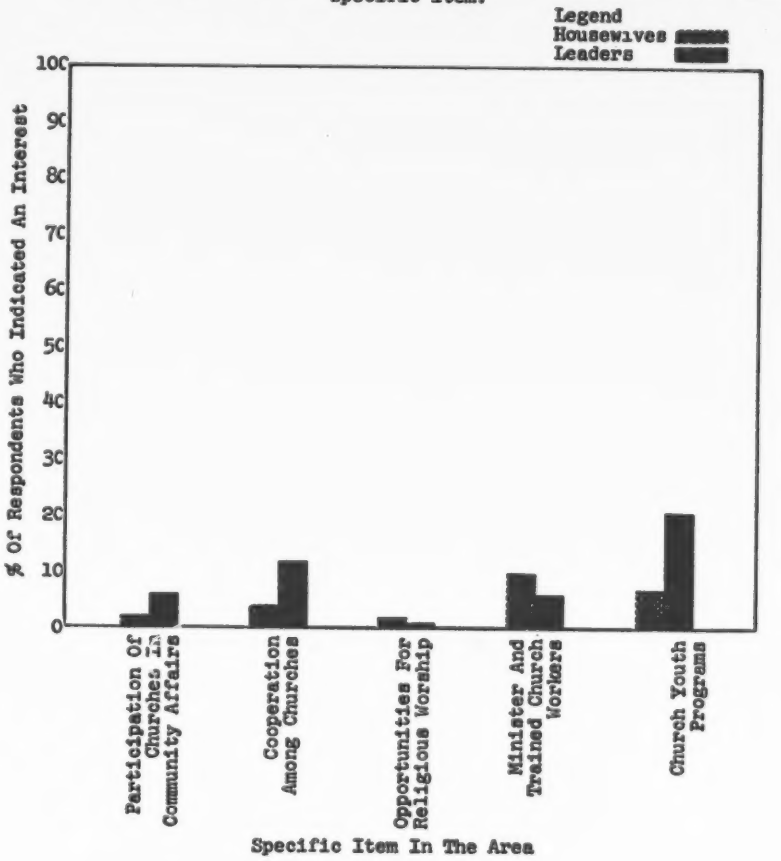

Figure I

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF FORMAL EDUCATION IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

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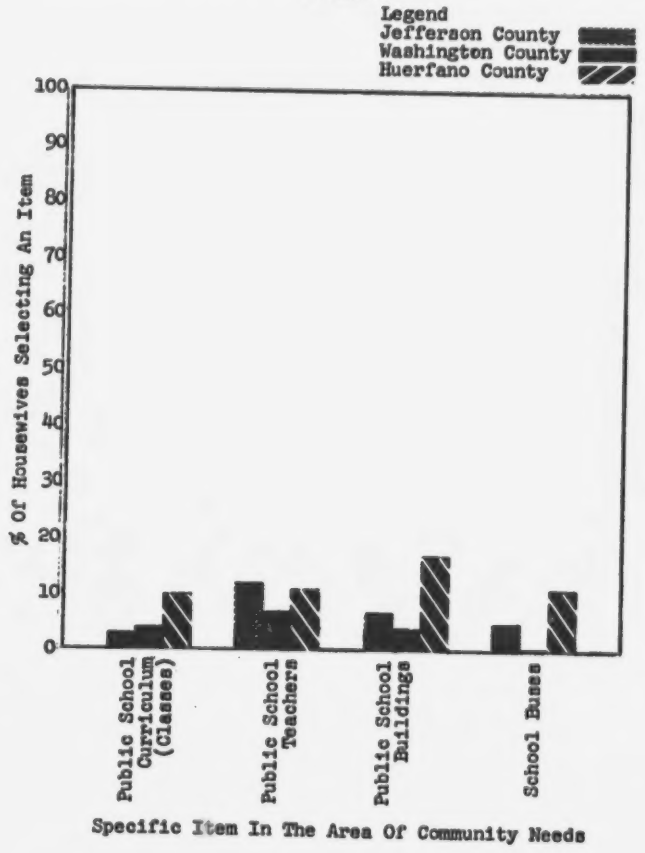

Figure II

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF FORMAL EDUCATION AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

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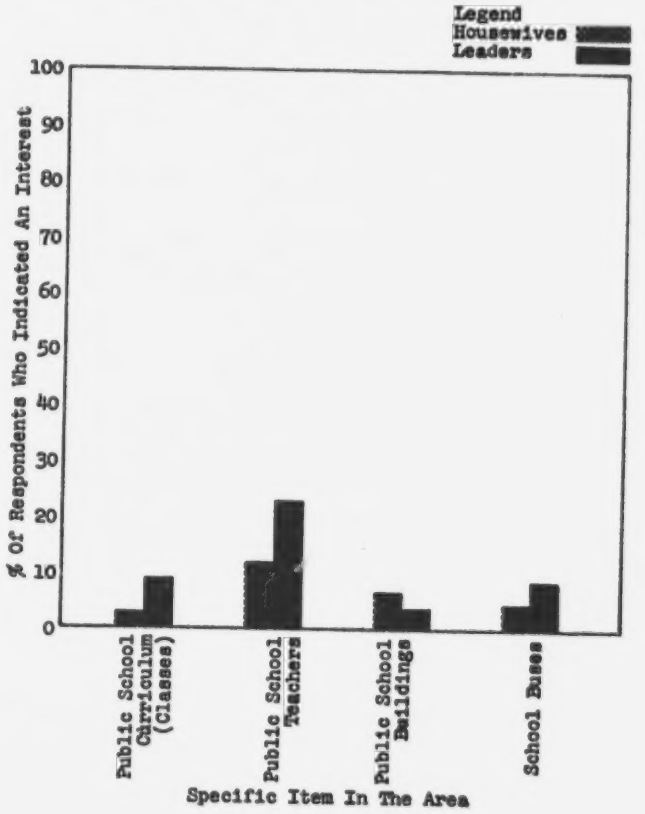

Figure I2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF FORMAL EDUCATION AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

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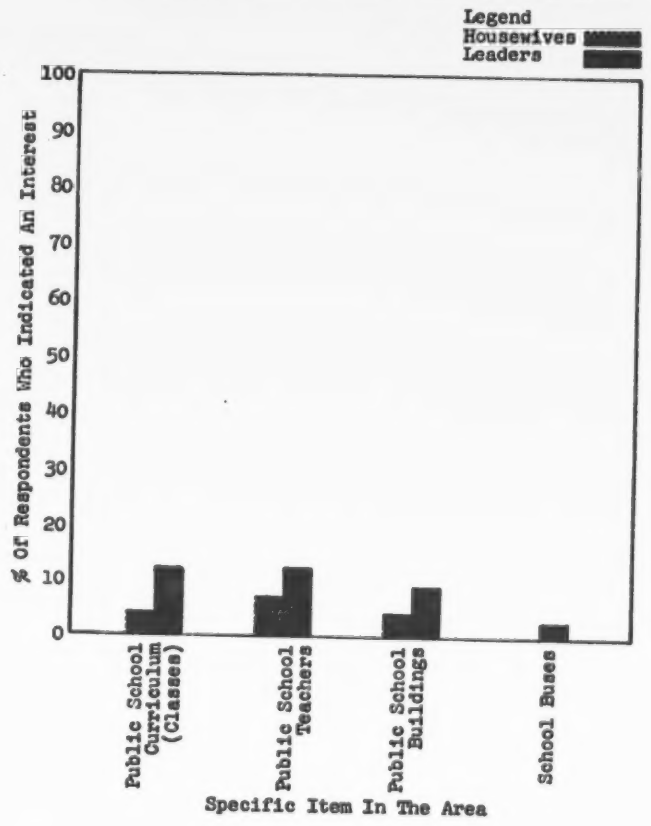

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A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF FORMAL EDUCATION AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

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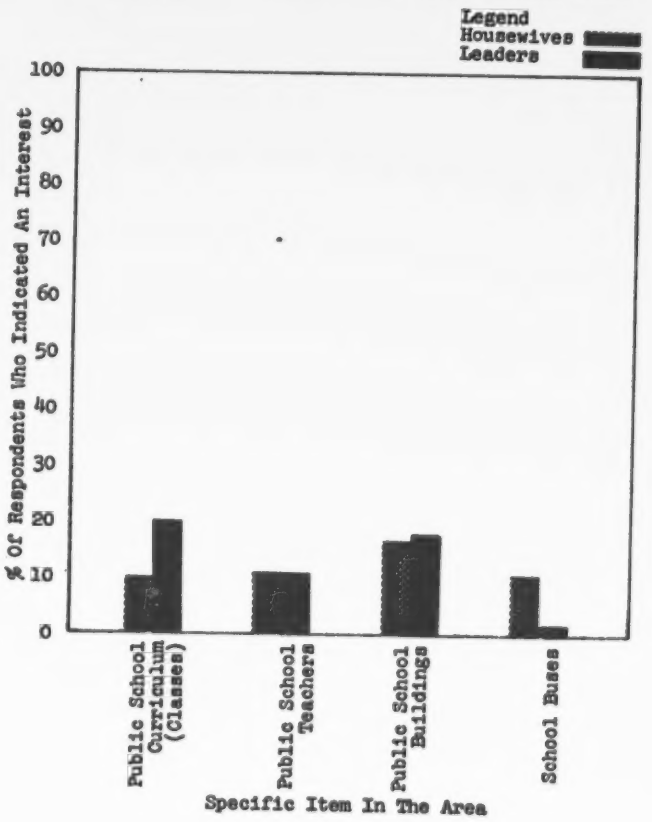

Figure J

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF INFORMAL EDUCATION IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

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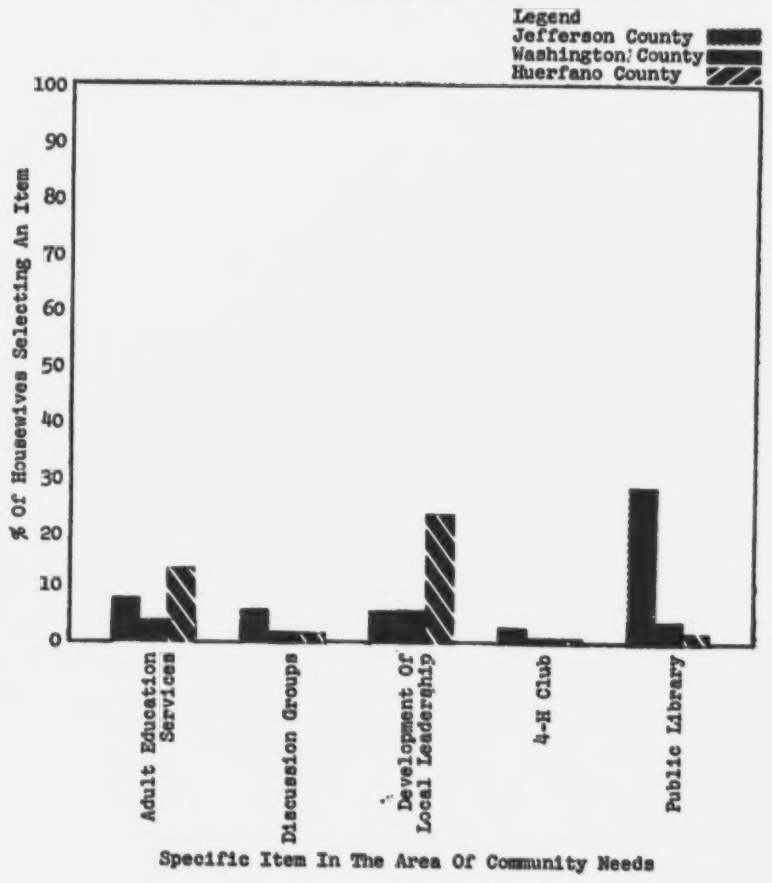

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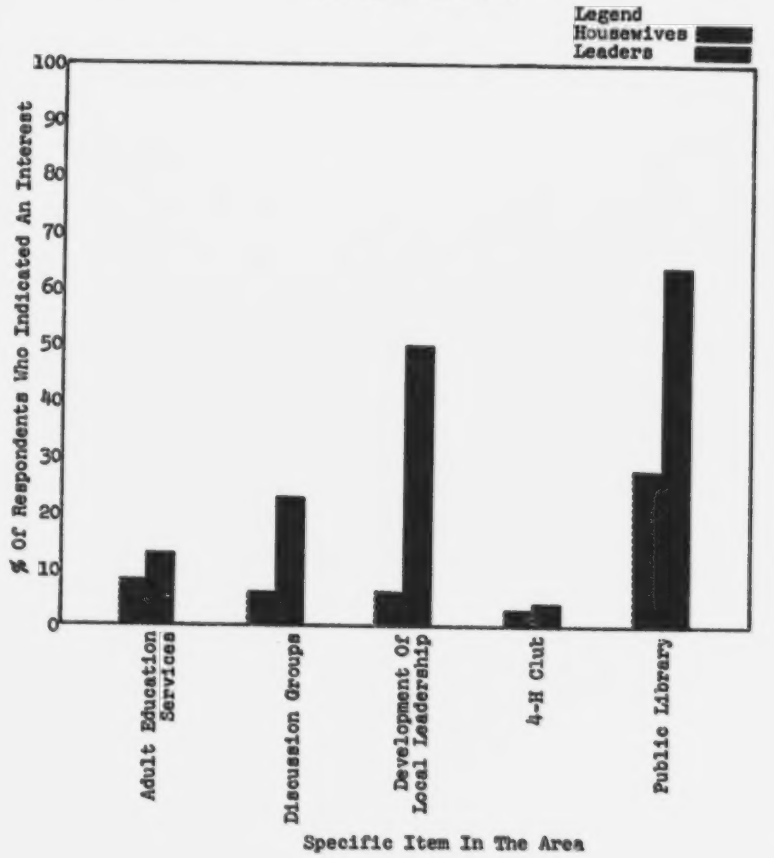

Figure J2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF INFORMAL EDUCATION AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

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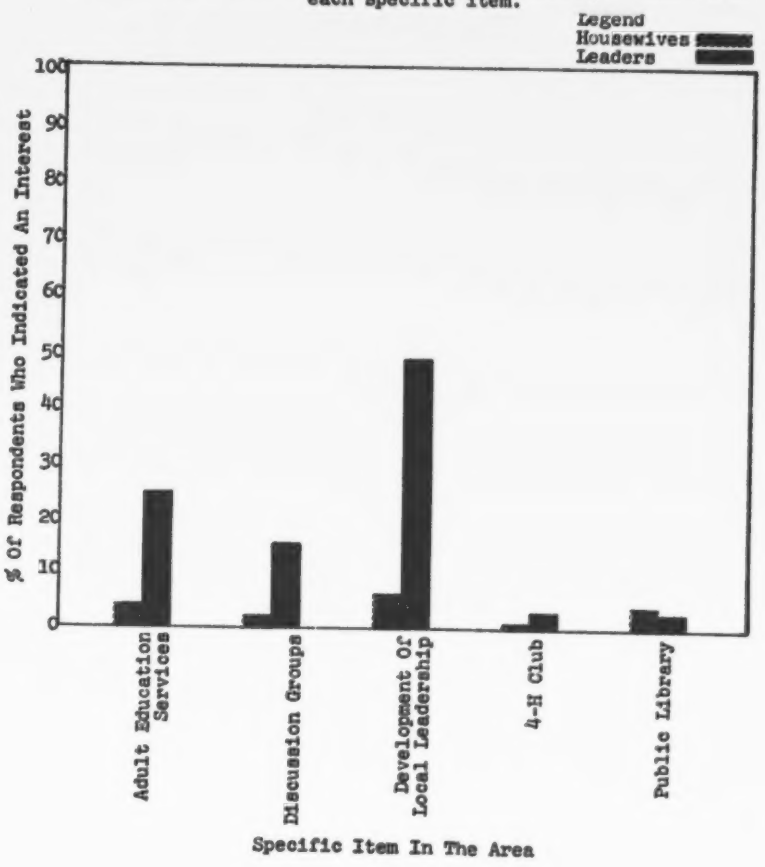

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A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF INFORMAL EDUCATION AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

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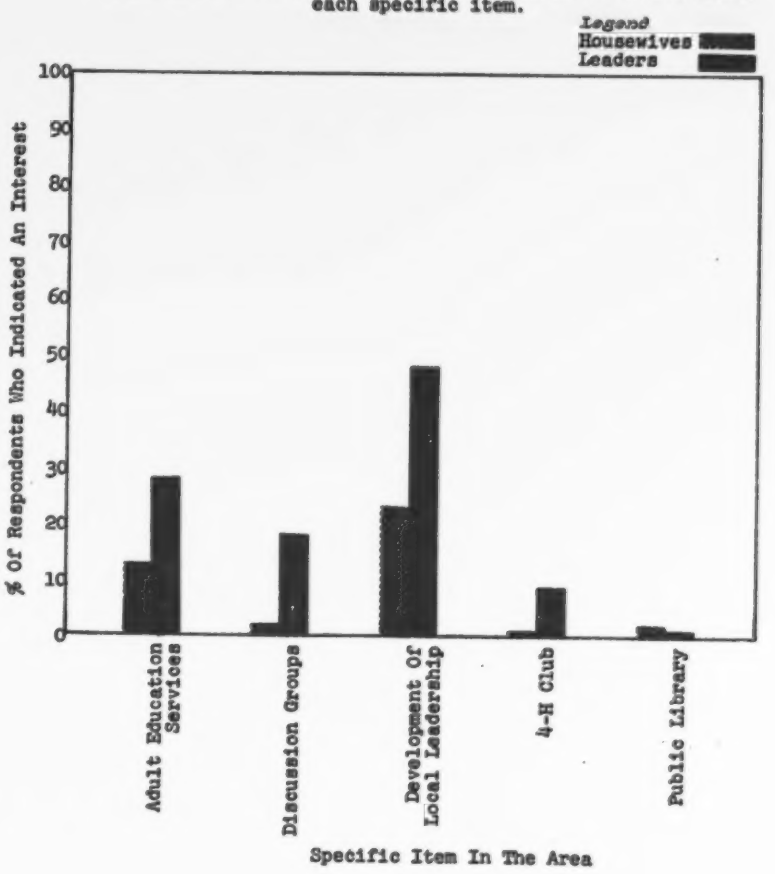
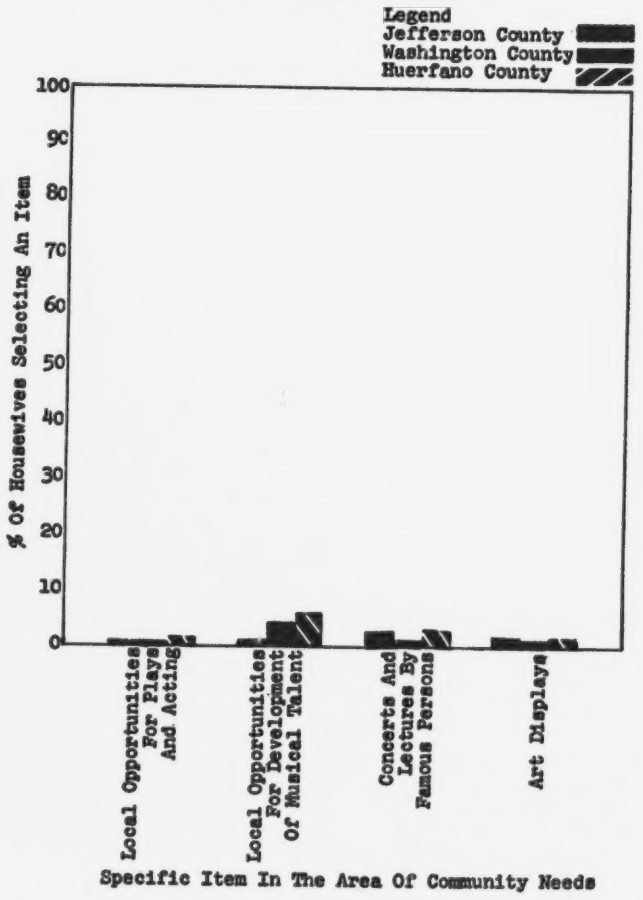


Figure K

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF CULTURAL ACTIVITIES IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample in each county who selected an item as a most serious and pressing need and/or as needed in the near future.



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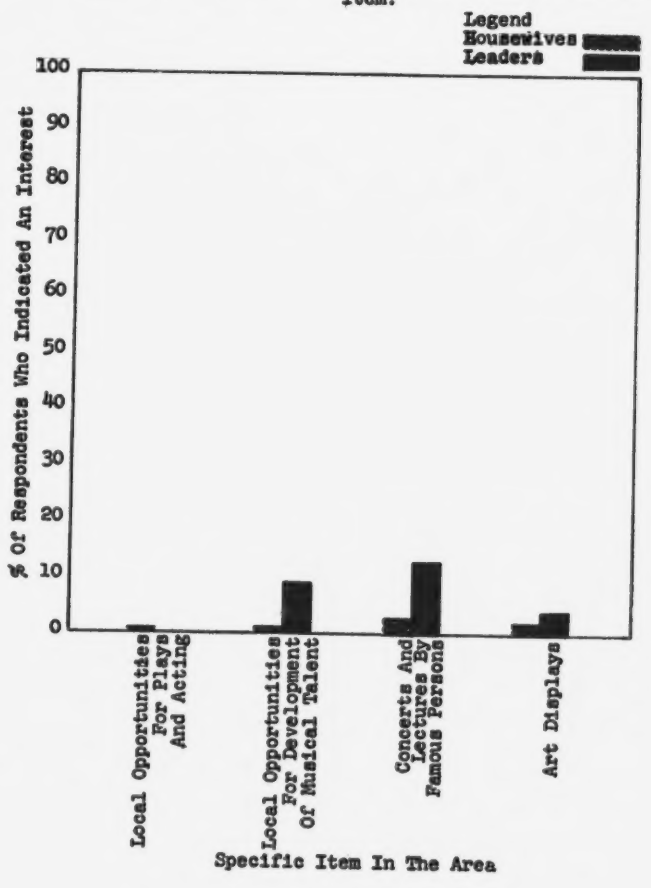

Figure K2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF CULTURAL ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

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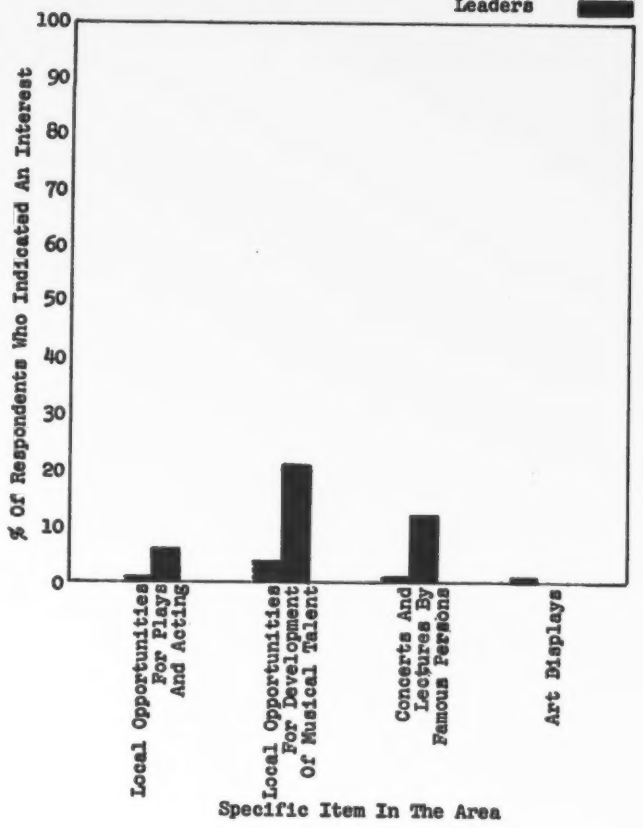

Figure K3

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF CULTURAL ACTIVITIES AS EXPRESSED BY HOUSEWIVES AND LEADERS IN HUERFANO COUNTY, COLORADO, 1964

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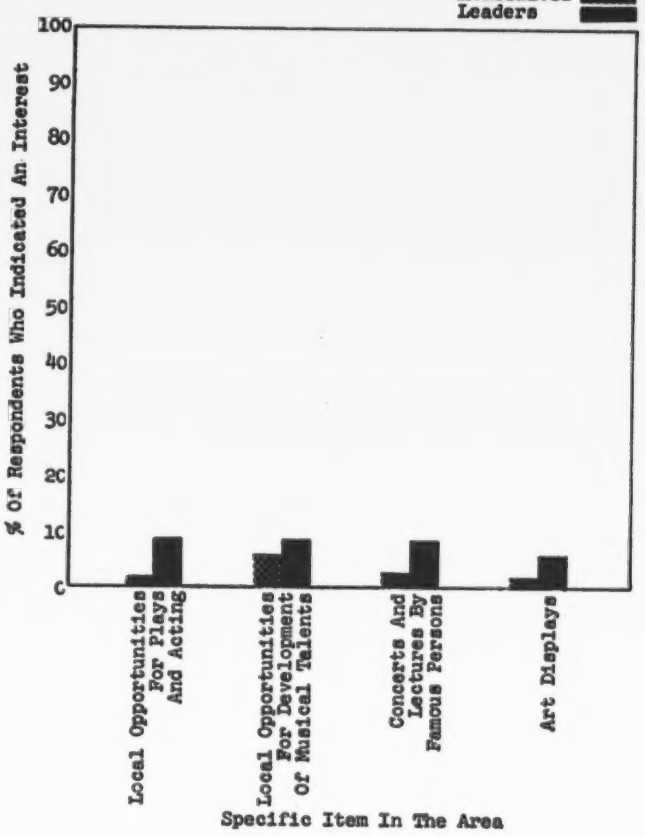

Figure L

INTEREST OF HOUSEWIVES IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY-GENERAL IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, COLORADO, 1964.

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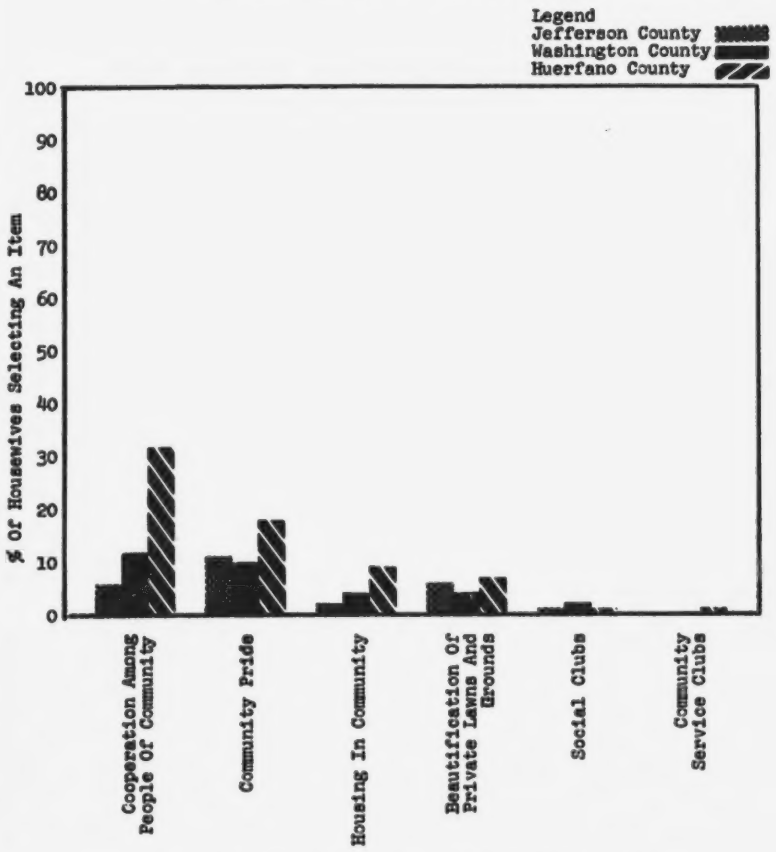

Figure L1

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY-GENERAL AS EXPRESSED BY HOUSEWIVES AND LEADERS OF JEFFERSON COUNTY, COLORADO, 1964

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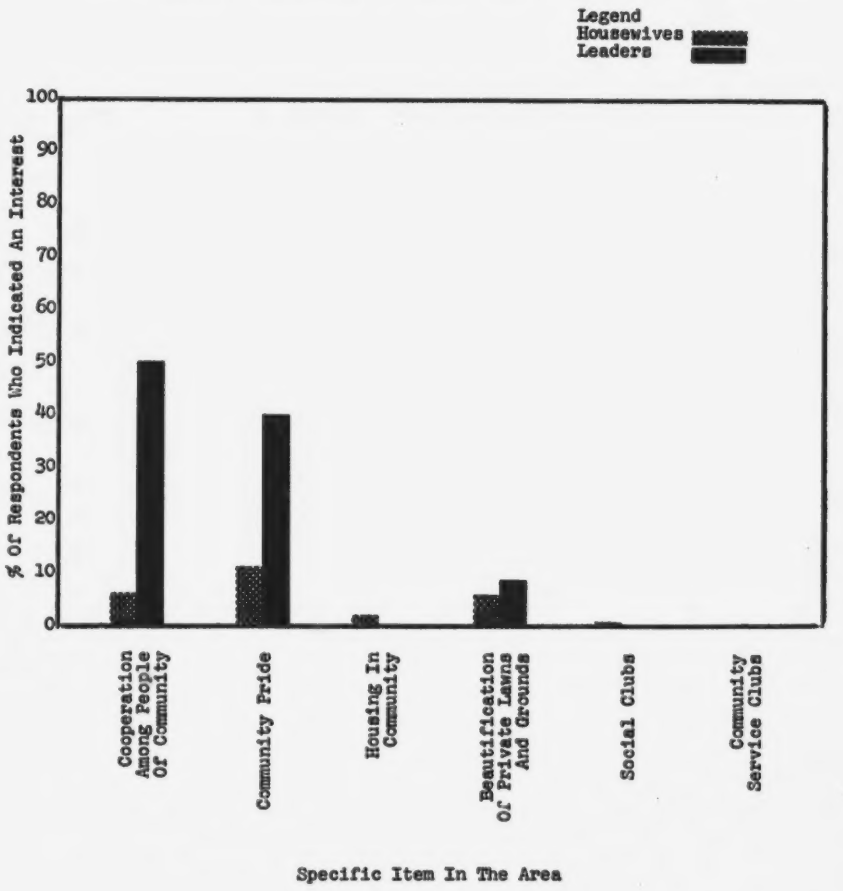

Figure L2

A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY-GENERAL AS EXPRESSED BY HOUSEWIVES AND LEADERS OF WASHINGTON COUNTY, COLORADO, 1964

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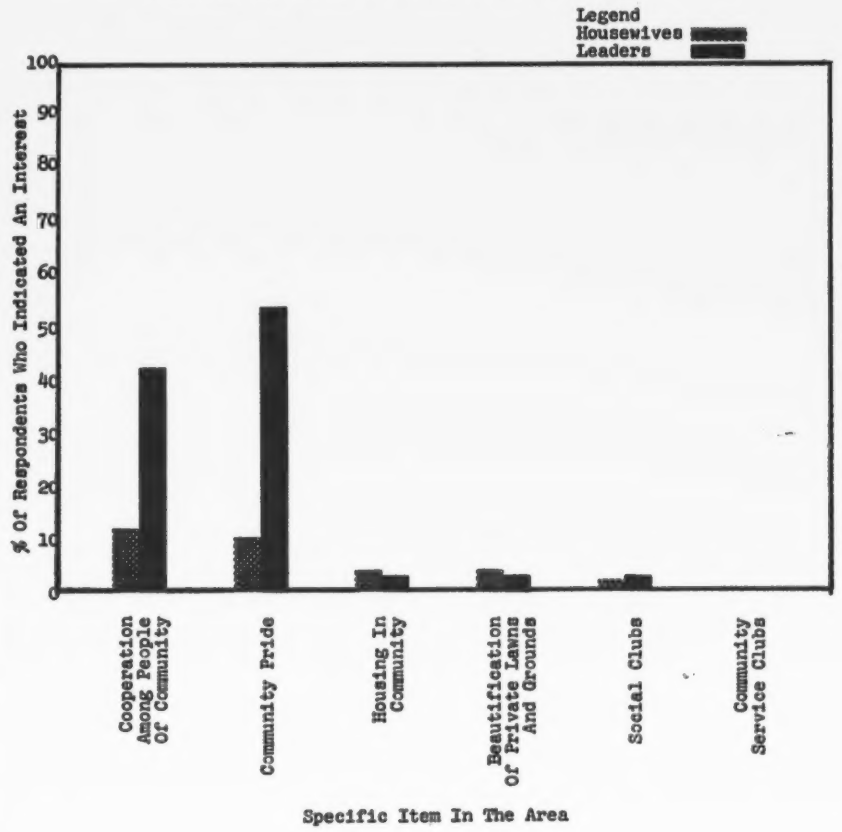

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A COMPARISON OF INTEREST IN SPECIFIC ITEMS IN THE AREA OF COMMUNITY-GENERAL AS EXPRESSED BY HOUSEWIVES AND LEADERS OF HUERFANO COUNTY, COLORADO, 1964

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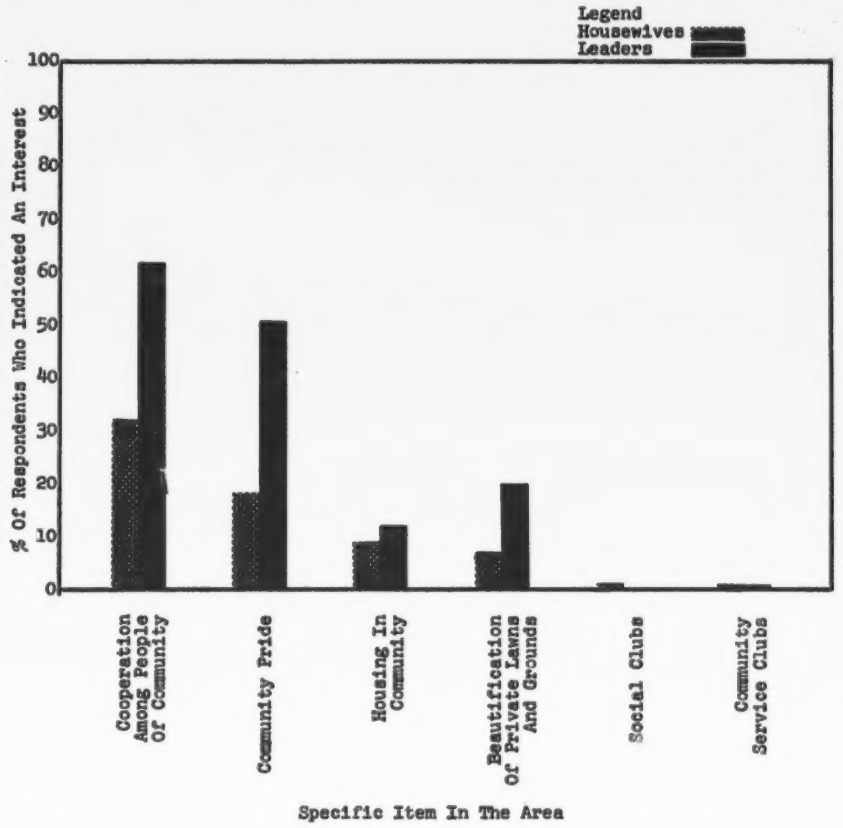


Figure M1

INTEREST IN CLUBS EMPHASIZING SKILLS AS EXPRESSED BY HIGH SCHOOL SOPHOMORE BOYS IN JEFFERSON AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample, in each county, of Sophomore Boys who expressed an interest in membership in a club which would emphasize a particular skill in its program.

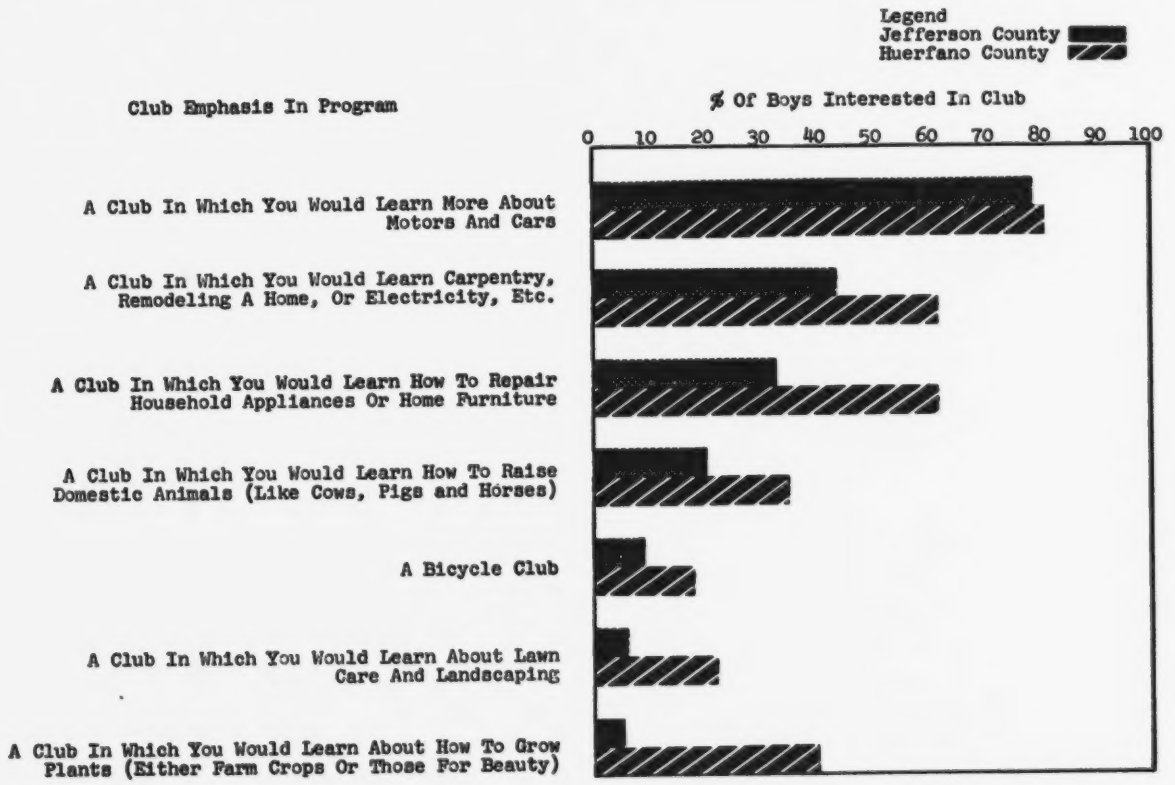

Legend
Jefferson County
Huerfano County
Club Emphasis In Program
% Of Boys Interested In Club
0 10 20 30 40 50 60 70 80 90 100
A Club In Which You Would Learn More About Motors And Cars
A Club In Which You Would Learn Carpentry, Remodeling A Home, Or Electricity, Etc.
A Club In Which You Would Learn How To Repair Household Appliances Or Home Furniture
A Club In Which You Would Learn How To Raise Domestic Animals (Like Cows, Pigs and Horses)
A Bicycle Club
A Club In Which You Would Learn About Lawn Care And Landscaping
A Club In Which You Would Learn About How To Grow Plants (Either Farm Crops Or Those For Beauty)

Figure M2

INTEREST IN CLUBS EMPHASIZING DEVELOPMENTAL TASKS AS EXPRESSED BY HIGH SCHOOL SOPHOMORE BOYS IN JEFFERSON AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample, in each county, of Sophomore Boys who expressed an interest in membership in a club which would emphasize a particular developmental task in its program.

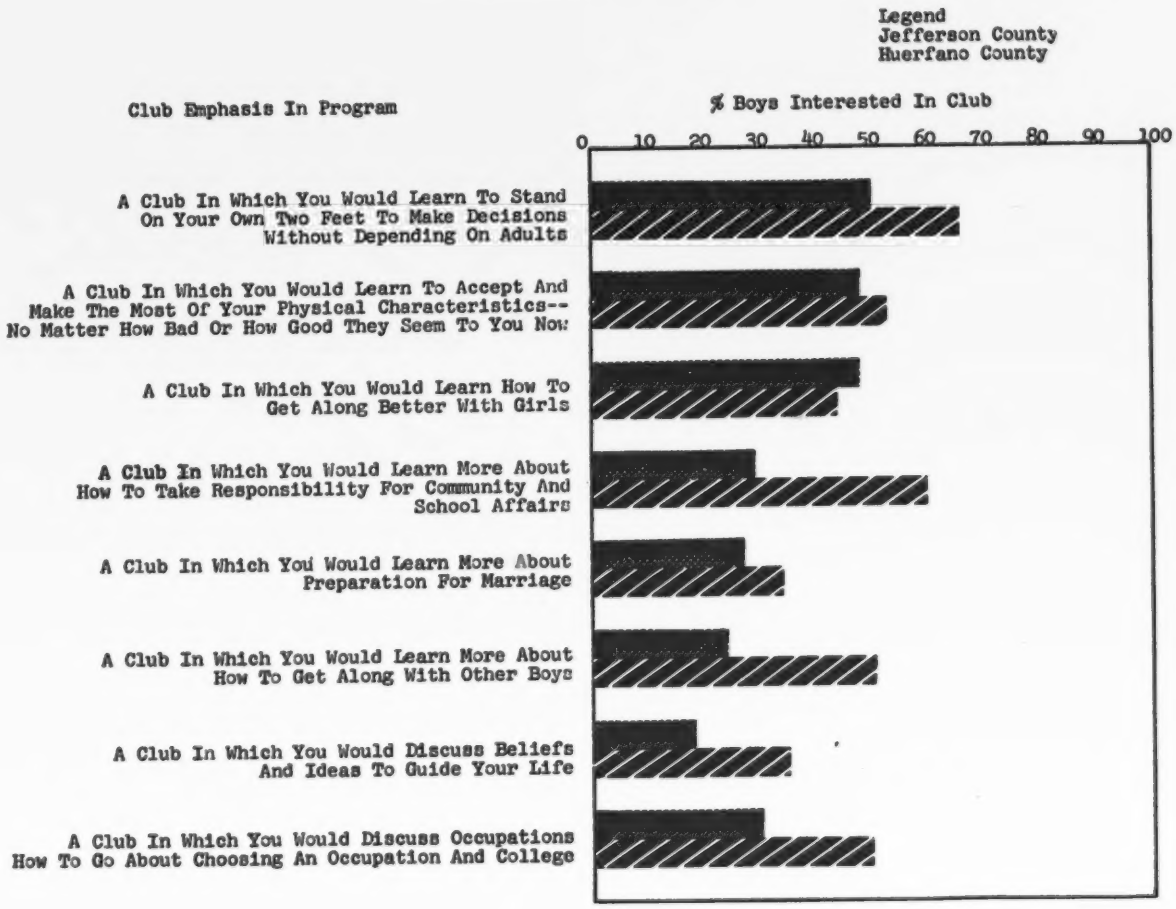

Legend
Jefferson County
Huerfano County
Club Emphasis In Program
% Boys Interested In Club
0 10 20 30 40 50 60 70 80 90 100
A Club In Which You Would Learn To Stand On Your Own Two Feet To Make Decisions Without Depending On Adults
A Club In Which You Would Learn To Accept And Make The Most Of Your Physical Characteristics-- No Matter How Bad Or How Good They Seem To You Now
A Club In Which You Would Learn How To Get Along Better With Girls
A Club In Which You Would Learn More About How To Take Responsibility For Community And School Affairs
A Club In Which You Would Learn More About Preparation For Marriage
A Club In Which You Would Learn More About How To Get Along With Other Boys
A Club In Which You Would Discuss Beliefs And Ideas To Guide Your Life
A Club In Which You Would Discuss Occupations How To Go About Choosing An Occupation And College

Figure N1

INTEREST IN CLUBS EMPHASIZING SKILLS AS EXPRESSED BY HIGH SCHOOL SOPHOMORE GIRLS IN JEFFERSDN AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample, in each county, of Sophomore Girls who expressed an interest in membership in a club which would emphasize a particular skill in its program.

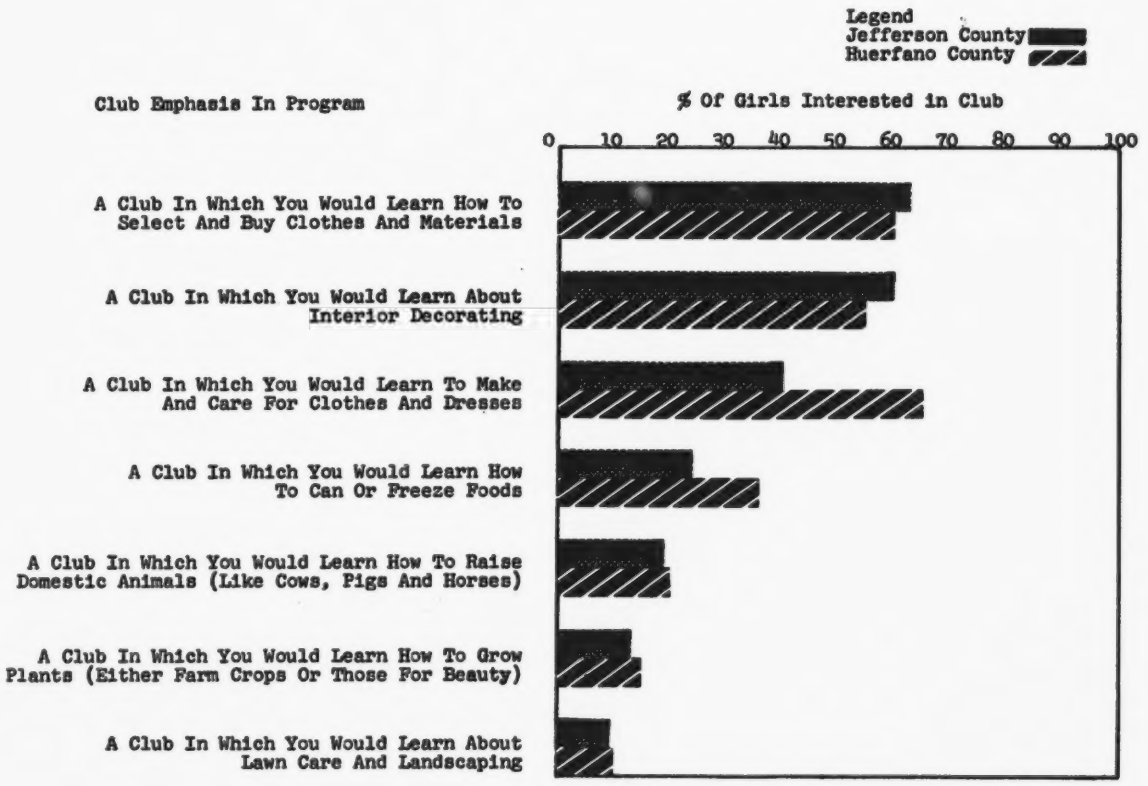
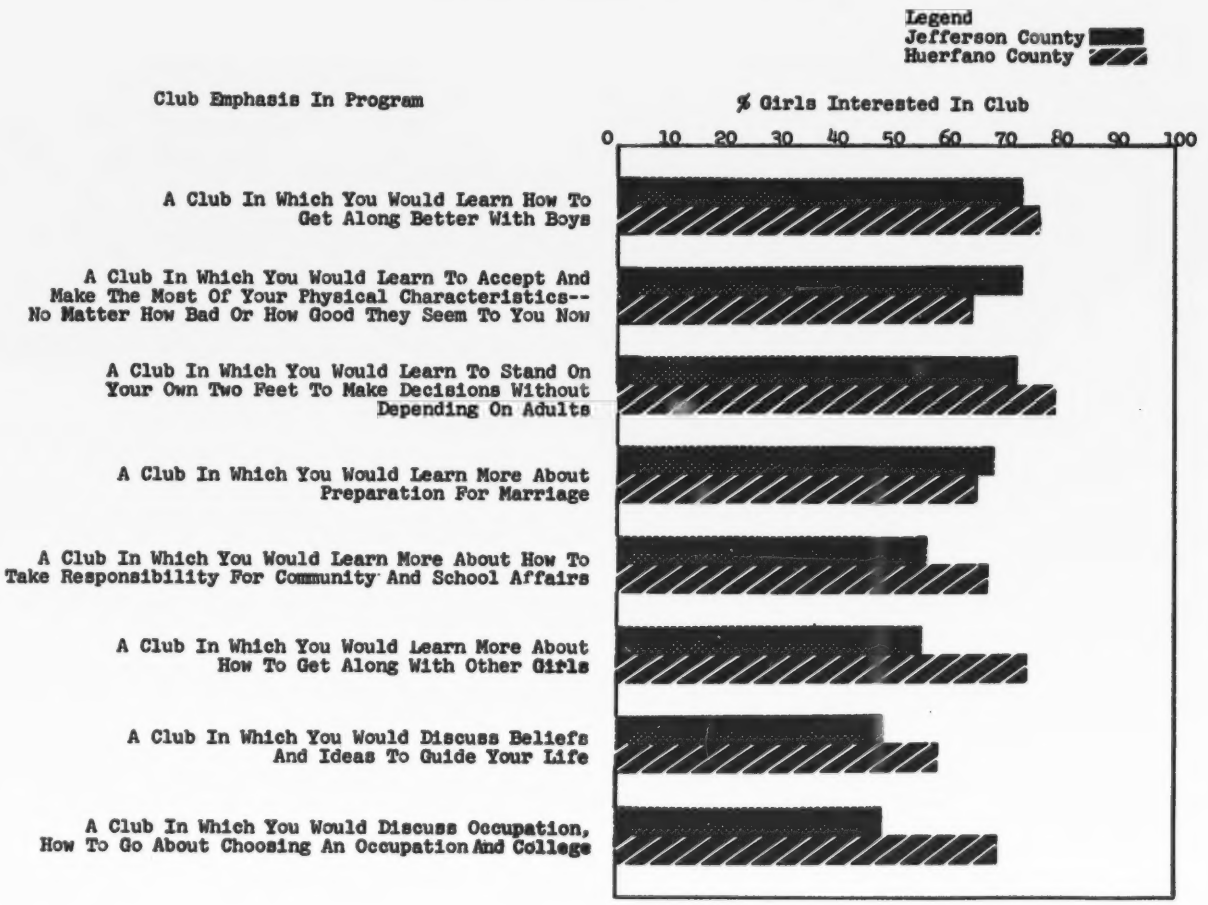

Legend
Jefferson County
Huerfano County
Club Emphasis In Program
% Of Girls Interested in Club
0 10 20 30 40 50 60 70 80 90 100
A Club In Which You Would Learn How To Select And Buy Clothes And Materials
A Club In Which You Would Learn About Interior Decorating
A Club In Which You Would Learn To Make And Care For Clothes And Dresses
A Club In Which You Would Learn How To Can Or Freeze Foods
A Club In Which You Would Learn How To Raise Domestic Animals (Like Cows, Pigs And Horses)
A Club In Which You Would Learn How To Grow Plants (Either Farm Crops Or Those For Beauty)
A Club In Which You Would Learn About Lawn Care And Landscaping

Figure N2

INTEREST IN CLUBS EMPHASIZING DEVELOPMENTAL TASKS AS EXPRESSED BY HIGH SCHOOL SOPHOMORE GIRLS IN JEFFERSON AND HUERFANO COUNTIES, COLORADO, 1964.

The percentages represent the proportion of the total sample, in each county, of Sophomore Girls who expressed an interest in membership in a club which would emphasize a particular developmental task in its program.


Legend
Jefferson County
Huerfano County
Club Emphasis In Program
% Girls Interested In Club
0 10 20 30 40 50 60 70 80 90 100
A Club In Which You Would Learn How To Get Along Better With Boys
A Club In Which You Would Learn To Accept And Make The Most Of Your Physical Characteristics-- No Matter How Bad Or How Good They Seem To You Now
A Club In Which You Would Learn To Stand On Your Own Two Feet To Make Decisions Without Depending On Adults
A Club In Which You Would Learn More About Preparation For Marriage
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A Club In Which You Would Learn More About How To Get Along With Other Girls
A Club In Which You Would Discuss Beliefs And Ideas To Guide Your Life
A Club In Which You Would Discuss Occupation, How To Go About Choosing An Occupation And College

Acknowledgements

The active participation of Dr. Charles E. Ramsey, in all phases of the field work as well as in the analysis of the data that was collected, is gratefully acknowledged.

The strong interest and active help given by Dr. Glenn C. Dildine in the planning as well as the analyzing phase of the study is also gratefully acknowledged.

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